DOCUMENT RESUME

ED 055 158		VT 013 641
TITLE	Broward County Home Economics Curriculum Development Project, July 1, 1967 to July 1, 1970. Final Report.	
INSTITUTION	Broward County School Board, Fort Lauderdale, Fla.	
SPONS AGENCY	Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.	
PUB DATE	70	
NOTE	150p.	
AVAILABLE FROM	Supervisor, Home Economics, The School Board of Broward County, Florida, Fort Lauderdale, Florida (Single copies available in limited quantities)	
EDRS PRICE	MF-$0.65 HC-$6.58	
DESCRIPTORS	*Clothing Instruction; Critical Thinking; *Curriculum Development; Educational Research; *Foods Instruction; Home Economics Education; *Homemaking Education; Sewing Instruction; *Skill Development; Student Attitudes; Study Habits; Teacher Attitudes; Transfer of Training	

ABSTRACT

A 3-year curriculum development project was conducted in one senior and three junior high schools to test an innovative homemaking program which would: (1) achieve the broad home economics objectives, (2) improve attitudes toward home economics, (3) assist in the development of critical thinking and independent study habits, (4) develop proficiency in the skills needed for food preparation and clothing construction, (5) promote transfer of learning from the classroom to the home, and (6) create more interest in and understanding of the concepts of homemaking. In order to test the curriculum, two groups were selected, including a control group electing a comprehensive homemaking course and an experimental group electing a skill development course emphasizing a semester of each of clothing and foods. The experimental group showed significant gains in attitude toward home economics and skill development, but there were no significant differences in study habits, general knowledge, development of critical thinking, or transfer of learning. The study implies that skill development should be emphasized in the beginning course of home economics while conceptual development should be emphasized in the high school courses. (Author/SB)

ED055158

Final Report

Project No. VTAD F70-105

From July 1, 1967 to July 1, 1970

Broward County Home Economics Curriculum Development Project

Florida State Department of Education
Division of Vocational, Technical, and Adult Education
Tallahassee, Florida

VT013641

FINAL REPORT RESUME
(For Research Projects Administered By
State Divisions of Vocational Education/RCUs)

Administered by: Florida Vocational Research and Evaluation Function
Name of RCU/other State Agency

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TITLE: Broward County Home Economics Curriculum Development Project

PRINCIPAL INVESTIGATOR(S): Mrs. Mary Ray, Supervisor of Home Economics

INSTITUTION: The School Board of Broward County LOCATION Ft. Lauderdale, Florida

Availability of additional copies of Report/Source/Cost etc.:

Available from Project Director in limited quantity

ABSTRACT:

OBJECTIVES OF PROJECT: The Broward County Home Economics Curriculum Development Project was designed to test an innovative program in grades nine and ten which would: (1) Achieve the broad home economics objectives, (2) Improve the students' and faculties' attitudes toward home economics, (3) Assist students in the development of critical thinking and independent study habits, (4) Develop proficiency in the skills needed for food preparation and clothing construction, (5) Promote carry-over of home economics learning from the classroom into the home, and (6) Create more interest in and understanding of the concepts of homemaking.

The study spanned a three-year period in one high school and five junior high schools.

FINDINGS/RECOMMENDATIONS: Nine variables were tested in the research phase of the project. The results showed significant gains for the experimental group in attitude toward home economics and skill development in food preparation and clothing construction. The results approached significance in knowledge of foods and clothing. There was no significant difference in habits of study, general knowledge, development of critical thinking, or carry-over of home economics into the home.

The results of this study indicate that eye-hand coordination needs to begin at an early age; that a skill development course in cooking and sewing should be given at the junior high school level; that the high school program should offer training in occupations which use these skills; that the high school program should offer a full year in human development which includes the marriage relationship, child development, and management of resources, and that the aesthetic side of homemaking is very important and students should be encouraged to be more creative in the home.

The study implies that skill development should be emphasized in the beginning course of home economics, and conceptual development should be emphasized in the high school courses. The physical facilities for the high school were designed to remove the cooking and sewing image from the home economics department at the high school level. Curriculum for each of the home economics areas was especially designed to meet the needs of students and fit the design of the facilities.

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Final Report

Project No. VTAD F70-105

From July 1, 1967 to July 1, 1970

Broward County Home Economics Curriculum Development Project

Hollywood Hills High School
5400 Stirling Road
Hollywood, Florida

Attucks Junior High School
3500 N. 22nd Avenue
Hollywood, Florida

Driftwood Junior High School
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Hollywood, Florida

McNicol Junior High School
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Hollywood, Florida

Olsen Junior High School
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Dania, Florida

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700 S. W. 26th Street
Fort Lauderdale, Florida

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The project reported herein was conducted pursuant to a grant from the Division of Vocational, Technical, and Adult Education, Florida State Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgments in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position or policy of the Florida State Department of Education.

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ACKNOWLEDGMENTS

To the home economics teachers who cooperated in fulfilling the objectives of the project

Mrs. Minnie Holmes
Mrs. Alice Bailey
Mrs. Helen Wertz
Mrs. Lois Vasche
Mrs. Grace Norris
Mrs. Sally Humphries
Mrs. Barbara Coleman
Mrs. Cynthia Majoli
Mrs. Diane Smith
Mrs. Myral Thomas
Mrs. Gwen Wrubel
Miss Judy Tripp

To the Department of Research, The School Board of Broward County, Florida

To the Vocational, Technical, and Adult Division, State Department of Education

Dr. Carl Proehl, Assistant Superintendent
Miss Frances Champion, Director, Home Economics Education (retired)
Miss Allie Ferguson, Director, Home Economics Education
Dr. C. Virginia Bert, Vocational Studies Assistant, RCU, Program Services, Vocational, Technical and Adult Education

To Mrs. Janice Smith, who wrote the original research section of the project and was responsible for the testing for the first two years

To all the principals, guidance counselors, and many others who gave much time to complete the project

my most grateful thanks!!!

Mary F. Ray

Mary F. Ray

SUMMARY

The Broward County Home Economics Curriculum Development Project was designed to test an innovative program in grades nine and ten which would:

1. Achieve the broad home economics objectives.
2. Improve the students' and faculties' attitudes toward home economics.
3. Assist students in the development of critical thinking and independent study habits.
4. Develop proficiency in the skills needed for food preparation and clothing construction.
5. Promote carry-over of home economics learning from the classroom into the home.
6. Create more interest in and understanding of the concepts of homemaking.

The study spanned a three-year period in one high school and five junior high schools.

Nine variables were tested in the research phase of the project. The results showed significant gains for the experimental group in attitude toward home economics and skill development in food preparation and clothing construction. The results approached significance in knowledge of foods and clothing. There was no significant difference in habits of study, general knowledge, development of critical thinking, or carry-over of home economics into the home.

The study implies that skill development should be emphasized in the beginning course of home economics, and conceptual development should be emphasized in the high school courses. The physical facility for the high school was designed to remove the cooking and sewing image from the home economics department at the high school level.

The tests are included in the Appendix, and teachers are invited to test their own students.

INTRODUCTION

Home economics in the schools of Florida has two major objectives:

1. Preparation of youth for the occupation of homemaking.
2. Preparation of youth for occupations for gainful employment which utilize home economics knowledge and skills.

Society still relies in the foreseeable future on the family to provide the proper environment for the care and nurture of the young, for the development of basic values and attitudes, and for the provision of experiences in human relationships. *Home economics is the only discipline which is concerned solely with the family*. It would seem that education for homemaking and family living would be even more important today than in the past. The breakdown of family unity, the restless search of youth for identity, the continuing crises of racial confrontations, and the changing roles of men and women point to the paramount importance for boys and girls to understand the implications of family life.

Yet we have seen the importance of home economics questioned and even downgraded. Nationally the homemaking phase of home economics was almost eliminated from federal funding in the Vocational Act of 1963 and finally justified only as Homemaking and Consumer Education in the Vocational Act of 1968.

During the 1969-70 session the Florida Legislature seriously considered eliminating the homemaking phase of home economics as part of vocational education. In effect, the national and state legislative bodies were saying, "Homemaking is not an occupation, and it is not important enough to be funded as vocational education."

Although the multitude of present societal problems indicate a need for greater emphasis in the home economics area, the year 1971 will see the end of the state requirement in Florida for each girl to complete one school year or its equivalent in the study of home economics.

Home economists in the field of education have been aware of the need to change the traditional program in home economics in the school curriculum. Many are evolving new programs to make home economics more relevant to the present needs of the student.

Home economic teachers are recognizing the obligations to prepare each student for the world of work, whether it be homemaking, a job outside the home, or a combination of both. They are preparing students for the dual role which some men but almost all women will have to assume as homemaker and wage earner.

The Broward Home Economics Curriculum Development Project was funded by the Home Economics Section, Division of Vocational, Technical, and Adult Education of the State Department of Education in Florida. It was part of an effort to test different types of home economics programs which might better meet the needs of the students in home economics.

The project originated with Mrs. Mary F. Ray, Supervisor of Home Economics in the Broward County Schools, Fort Lauderdale, Florida. The testing program was designed and administered by Mrs. Janice Smith, Research Department, Broward County Schools.

CONCERNS OF THE PROJECT

Broward County is a large school system encompassing, in 1971, twelve high schools, five middle schools, fifteen junior high schools, and employing 107 home economics teachers.

In order to fulfill the state requirement for a year of home economics, most ninth-grade girls have been scheduled into Home Economics I. This has been a comprehensive course, composed of eight to ten weeks of clothing and textiles, eight to ten weeks of food and nutrition, eight to ten weeks of family relations, and five to six weeks of housing.

The first concern of the supervisor centered around this course. Students seem to vary widely in interests, aptitudes, and psychomotor development. Many of the students have had very little experience in handling either food or fabrics. The eight to ten weeks in these two areas of instruction, of which perhaps only five to six weeks were actually spent in skill development, seemed too short to develop enough skill for judgment as to ability or liking for home economics. Indeed, sometimes it seemed the students learned just enough for frustration and not enough for proficiency. These two areas are also the most likely to lead to gainful employment upon graduation from high school.

Teachers have said the students want only to cook and sew. If the students were given a choice between a year of skill development in cooking and sewing or the conventional four-area comprehensive course, which would they choose? Suppose they had to agree to take another home economics course in the tenth grade to satisfy the state requirement for a comprehensive course. Would they still choose the skill development course?

The second concern of the supervisor centered around the high school program. This program consisted of semester courses in six areas of home economics: Food and Nutrition, Clothing and Textiles, Housing and Home Furnishing, Family Relations, Management and Family Economics, and Child Development. This was a strong program, and yet the students did not leave high school with a saleable skill. If a student were particularly interested in any one area, there was no opportunity to engage in depth study. Child Development was the most popular course, followed closely by Food and Nutrition, then Clothing and Textiles, and Housing and Home Furnishing. Family Relations and Management and Family Economics were far behind the leaders in popularity.

Could enough proficiency in the skills of cooking and sewing be developed in the ninth grade so that conceptual development could be stressed in the tenth grade? Could the students proceed on their own at home in further skill development, thus freeing the highly-trained teacher from spending valuable time merely supervising laboratory procedures?

As a result of a highly-specialized skill development course in the ninth grade, would students show greater awareness of the importance of home economics?

Home economics laboratories in both junior and senior high schools as now conceived say plainly, "Cooking and sewing taught here." What courses could be developed for the tenth grade and above in facilities without the conventional six-unit kitchens and the line of sewing machines? How popular would these courses be with the students?

The third concern centered around the carry-over of home economics learning from the classroom to the home. Parents do not always see the value of home economics courses for their children. The carry-over of learning from the class to the home may not be evident immediately. Does a student assume more home responsibilities as a result of taking home economics in school? Is one program better than another in promoting such carry-over?

The fourth concern was with the attitude toward home economics by administrators, faculties, and students. Home economics teachers have long felt the injustice of the low status of home economics in some schools. Could a program be devised which would increase the acceptance of home economics as a worthy and valuable course by administrators, faculties, and students?

PURPOSE OF THE PROJECT

The Broward County Home Economics Curriculum Development Project was designed to test an innovative program in grades nine and ten which would:

1. Achieve the broad home economics objectives.
2. Improve the students' and faculties' attitudes toward home economics.
3. Assist students in the development of critical thinking and independent study habits.
4. Develop proficiency in the skills needed for food preparation and clothing construction.
5. Promote the carry-over of home economics learning from the classroom into the home.
6. Create more interest in and understanding of the concepts of homemaking.

DESIGN OF THE PROJECT

Hollywood Hills High School and the five feeder junior high schools, McNicol, Olsen, Rogers, Attucks, and Driftwood, were chosen as the experimental schools. The plans for the new Hollywood Hills High School were still in the formulative stage. The supervisor cooperated with the Division of Plant Planning to design a home economics department with no unit kitchens or line of sewing machines (Figure 1). It must be noted that because of financial considerations, the original design was greatly modified. The department as finally constructed was not large enough for the number of students who wished to elect home economics. Consequently, it was never used as originally intended. The school was constructed in 1967-68 and opened in September, 1968.

The project was divided into three phases (Figure 2).

Phase 1.

Objective (1): To develop a feasible and educationally-sound pilot program in home economics to be offered at the ninth-grade level.

Objective (2): To develop and test instruments in the pilot program.

To fulfill these objectives, all girls who would enter the ninth grade in the 1967-68 school year in the five feeder junior high schools and who would subsequently attend Hollywood Hills High School were given two alternatives. They could choose a skill development course with a semester each of food preparation and clothing construction, or the comprehensive home economics course covering four instructional areas as previously described.

On this basis of choice, the experimental and control groups were divided.

Experimental Group: Those students choosing the skill development course. They agreed to take another home economics course at Hollywood Hills High School.

Control Group: Those students who chose Home Economics I. The election of another home economics course in Hollywood Hills High School was not required.

Sub-control Group: Those students who were not given a choice because they would attend one of three other high schools. They all took Home Economics I.

The junior high school teachers involved in the experiment were employed during the summer of 1967 to write the outlines for the skill development courses.* During the school year the teachers, with the help of Mrs. Mary Ray and Mrs. Janice Smith, developed and tested the following measures of home economics achievement in a

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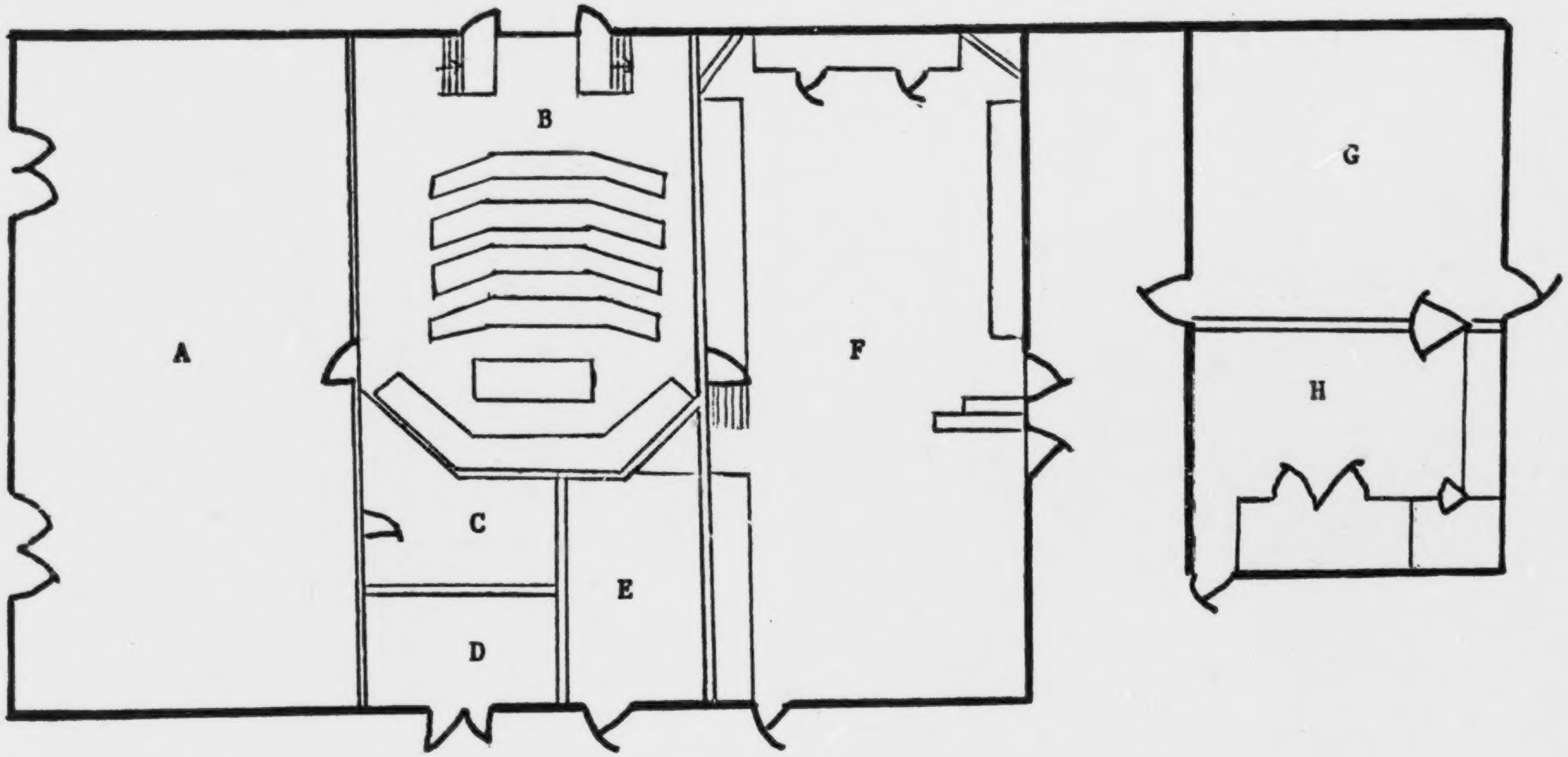
*See Appendix for course outlines, pages 86-145.

Figure 1

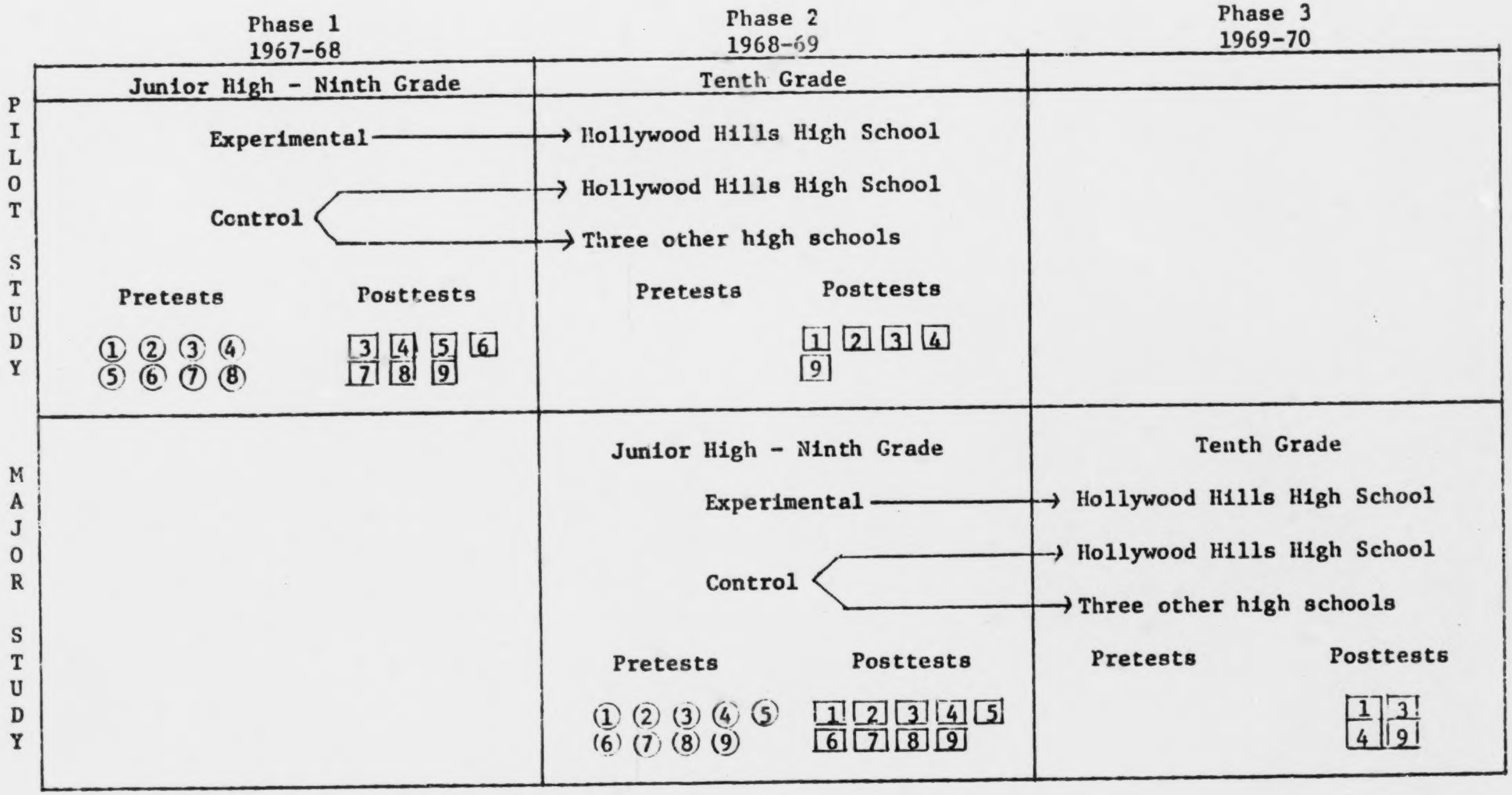
Design of Home Economics Department, Hollywood Hills High School



A - Art Laboratory
B - Demonstration Room
C - Storage
D - Air Conditioning

E - Teacher Office
F - Creative Art in the Home Laboratory
G - Human Development Room
H - Nursery

Figure 2
Design of Project and Tests Administered


Phase 1
1967-68
Phase 2
1968-69
Phase 3
1969-70
PILOT STUDY
MAJOR STUDY
Junior High - Ninth Grade
Tenth Grade
Experimental
Control
Hollywood Hills High School
Hollywood Hills High School
Three other high schools
Pretests
Posttests
① ② ③ ④ ⑤ ⑥ ⑦ ⑧
3 4 5 6 7 8 9
Pretests
Posttests
1 2 3 4 9
Junior High - Ninth Grade
Experimental
Control
Tenth Grade
Hollywood Hills High School
Hollywood Hills High School
Three other high schools
Pretests
Posttests
① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
1 2 3 4 5 6 7 8 9
Pretests
Posttests
1 3 4 9

1 - Survey
2 - Habits
3 - Parent Questionnaire
4 - General Knowledge
5 - Food Semester
6 - Food Film
7 - Clothing Semester
8 - Clothing Film
9 - Critical Thinking

pilot study:

1. A survey of attitudes toward home economics.
2. A test to assess habits of study.
3. A checklist by parents on acceptance of home responsibilities.
4. Test of factual knowledge for generalized home economics.
5. Semester tests for specific course content.
6. A film to test food techniques.
7. Transparencies to test sewing techniques.
8. A test for critical thinking.
9. Observations in the classroom for student interest.

Phase 2.

Objective (1): To test the program developed the previous year for the five junior high schools.

Objective (2): To develop a new program for the tenth grade at Hollywood Hills High School.

Objective (1). In the five feeder junior high schools, the ninth-grade students for the school year 1968-69 were again divided according to choice into the experimental group, the control group, and the sub-control group, as previously described under Phase 1. The measures developed and tested in Phase 1 were administered as pre- and posttests in Phase 2.

Objective (2). Although Hollywood Hills High School opened its doors to the new facility in September, 1968, the school was not completed at the time of opening. It was November before the classes could operate in an acceptable manner. It was the end of the school year 1969 before all equipment was delivered and installed.

Three new home economics courses were offered at the high school level: Creative Art in the Home, Human Development, and Family Economics. Each of these courses was a year in length, comprehensive in scope, and based on a different concept of homemaking appealing to different types of students. A description of the courses will be given later.

Phase 3.

Objective: To test the program developed the previous year for

Hollywood Hills High School.

In the school year 1969-70 the testing program in the five feeder junior high schools was dropped. The program at Hollywood Hills High School was continued and tested as planned.

At the end of the tenth year the following measures were administered to both the experimental and control groups at Hollywood Hills High School:

1. Questionnaire completed by parents on acceptance of home responsibilities.
2. Case studies to evaluate development of critical thinking.
3. Test on general knowledge in home economics.
4. Survey on attitude toward home economics.

Observations were made by graduate students using an adaptation of Honigman's Interaction Technique.* All of the analysis has not been completed at this time.

LIMITATIONS OF THE PROJECT

The original design of the project was greatly modified by many factors outside of the control of Mrs. Ray or Mrs. Smith. Some of these factors were modification of the original physical design of Hollywood Hills High School, the high turnover of teachers, the change in administration at Hollywood Hills High School, the failure to complete Hollywood Hills High School by opening date, and the change in personnel in the Research Department. Funding of the project was delayed in the State Department of Education. This delayed funding prevented engaging the graduate students in time to complete the observations as planned.

Broward County has a high percentage of transient students. This factor, added to the attrition rate from the beginning of the ninth grade to the end of the tenth grade, thereby reduced the number of students who completed both years of home economics.

The course content for the new home economics program at Hollywood Hills High School was written by two teachers during the school year 1967-68. One of the teachers left in June of 1968 and the other in June of 1969. Thus, the program was taught and tested by teachers who had not devised it.

During the years 1968-70 the turnover of teachers at the high school was exceptionally high. In Creative Art in the Home, for instance, a highly-competent teacher left in January of 1969 and was replaced by an inexperienced teacher who had just completed her student teaching. The following fall she was replaced by yet another teacher. Due to an automobile accident, this teacher also had to be replaced in mid-term of 1969-70 by a variety of substitute teachers. It was also necessary to change the department head in the middle of 1969. It is difficult to judge the effectiveness of a program under conditions which tend to lower teacher and student morale.

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*Honigman, F. K. Multidimensional Analysis of Classroom Interaction (MACI), (Villanova, Pa.: Villanova University Press, 1967).

As previously noted, when Hollywood Hills High School opened in 1968, there were no tables, chairs, sewing machines, or other equipment. The responsibilities of checking new equipment, teaching a new program, and training new teachers in an entirely different type of home economics program placed the department head in a difficult position.

Mrs. Janice Smith, who designed and administered the testing program during the first two years, was transferred to another division. Although she was replaced by highly-competent personnel, they were not familiar with the project and its objectives.

Perhaps the most important limitation was the few students in the control group of the High School Program in Phase 2 and Phase 3. The tenth year is usually a crowded year for students because of the requirements for graduation to be met in the academic areas. The testing program for the sub-control group (Figure 2), those who elected home economics in the high schools other than Hollywood Hills High School, had to be discontinued because of the few numbers.

The control group in Hollywood Hills High School was very small compared to the experimental group (Figure 4). This made it impossible to state categorically that the type of program chosen at Hollywood Hills High School affected the results in the other tests.

Another limiting factor was the incomplete data on many students. Who can identify the effect absenteeism of some students has on the results of testing? If they had been present, would the results have been different?

In assessing the results of the program, it must always be kept in mind that this is what happened to this particular group of students under these specific conditions.

The results of Phase 2 of the testing program in the junior high schools are given below as a partial answer to the concerns of the supervisor which were previously expressed.

FIRST CONCERN--THE JUNIOR HIGH SCHOOL PROGRAM

When given a free choice between the comprehensive course Home Economics I and the Skill Development course in food preparation and sewing, the students overwhelmingly chose the Skill Development course. This was true even though the students had to agree to take another year of home economics in the tenth grade. The parents concurred in this choice.

Figure 3

Choices Between Comprehensive Course and Skill Development Course

	1967-68		1968-69	
	Number	Percent	Number	Percent
Group I - Skill Development	233	70	312	64.1
Group II - Home Economics I	99	30	175	35.9
Sub-group II (no choice)	442	--	547	--

In a letter to the parents explaining the choice between Home Economics I and Skill Development, the parents were invited to call the supervisor if they had questions. Five parents responded to this invitation. The parents were most concerned about the second year of home economics in the tenth grade because they expected their daughters to go to college, and a home economics elective could not be afforded when college requirements had to be fulfilled. This seemed to be the main reason some of the students chose Home Economics I. It did not seem to be because they thought the comprehensive course was the more desirable.

The results of the testing program are given in Figure 4. A more detailed table will be found in the Appendix. The tests used* and the results of the testing are briefly described under each variable.

Variable 1 (Figure 4), Survey of Attitudes Toward Home Economics

This test consisted of 46 items designed to reveal the student's attitude toward home economics and what she expected to do and learn from home economics per se. The test was devised by Mrs. Janice Smith with the help of Mrs. Mary Ray. It was administered to all girls at the end of the eighth grade after the choice had been made between Skill Development or Home Economics I. It was administered again at the completion of home economics in the ninth grade. Using the pretest as a covariate, the experimental group (those who chose the Skill Development course) scored significantly higher than the control group (those who chose Home Economics I).

Variable 2 (Figure 4), Habits of Study

This test, based on Brown's Survey of Study Habits,** consisted of 122 items designed to reveal the attitude of the student toward school and study, plus 7 items concerning expectations of self and parents in the world of work. It was administered along with the Survey of Attitudes Toward Home Economics at the end of the eighth grade and again at the completion of the ninth grade. After controlling for pretest differences,

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*Copies of all tests will be found in the Appendix.

**Brown, William F. and Holtzman, Wayne H. Survey of Study Habits and Attitudes, (New York: The Psychological Corporation, 1956).

Figure 4

Difference Between Experimental and
Control Group Posttest Scores on Nine Home Economics Variables - 1968-69
(All Means Adjusted for One Covariate Premeasure)

	1		2		3		4		5		6		7		8		9	
	Attitudes Toward Home Economics		Habits of Study		Parent Question-naire		General Knowledge of Home Ec.		Food Semester Test		Food Preparation Techniques		Clothing Semester Test		Sewing Techniques		Critical Thinking	
	Exp	Con	Exp	Con	Exp	Con	Exp	Con	Exp	Con	Exp	Con	Exp	Con	Exp	Con	Exp	Con
Mean	167.6	158.5	241.4	249.4	91.8	91.7	74.8	74.3	51.7	50.7	16.9	15.5	36.4	35.7	9.1	8.3	28.7	29.4
N	103	320	132	405	114	356	162	515	167	512	150	443	167	537	152	508	165	521
F	12.47		3.03		0.006		0.35		2.69		40.96		2.62		14.15		3.03	
P Less than	.001 *		.082 △		.936		.554		.101 △		.001 *		.106		.001 *		.082 △	

Significant at * = .01
Significant at △ = .10

the result approached the conventional .05 level of statistical significance. The difference favored the control group.

Variable 3 (Figure 4), Parent Questionnaire

A checklist was developed for parents to survey the acceptance of home responsibilities by students in the program. It consisted of 32 items concerning care of the home, meal planning and preparation, personal and family clothing care, child care, and clothing selection. Although both groups showed increased acceptance of home responsibilities, there was no significant difference between the groups.

Variable 4 (Figure 4), General Knowledge of Home Economics

This test was devised by Mrs. Smith and Mrs. Ray from questions suggested by the teachers who were involved in the study. It was administered at the beginning and the end of the ninth grade. It consisted of 74 true and false questions and 35 multiple-choice questions. It covered the areas of food preparation, nutrition, clothing construction, clothing selection, interior design, home management, and consumer education. After controlling for pretest differences, no significant difference was found between the groups in general knowledge of home economics.

Variable 5 (Figure 4), Food Semester Test

This was a test for specific knowledge in food preparation and nutrition. It was administered at the beginning and at the end of the semester in which the area was studied. The test was written by the teachers involved in the study with the assistance of Mrs. Smith and Mrs. Ray. It consisted of 40 true and false items, 30 multiple-choice items, and 82 matching items. The experimental group had higher adjusted means scores. These results approached, but did not reach, statistical significance.

Variable 6 (Figure 4), Food Preparation Technique

A test was devised to measure skill development in the foods area more objectively than the usual subjective evaluation by the teacher. A movie was made using two home economics teachers. Right ways and wrong ways of food preparation were demonstrated. The students were given a choice to mark. The test was administered at the beginning and the end of the ninth grade. Using the pretest as a covariate, the experimental group scored significantly higher than the control group.

Variable 7 (Figure 4), Clothing Semester Test

As in the foods area, this test was written by the teachers and administered at the beginning and the end of the ninth year. It consisted of 30 true and false items and 30 multiple-choice items. It covered clothing selection as well as clothing construction. Using the pretest as a covariate, the experimental group scored higher, and the results approached, but did not reach, statistical significance.

Variable 8 (Figure 4), Sewing Techniques

Transparencies were developed showing right and wrong ways of clothing construction. Test results showed that the experimental group seemed to develop more skill in clothing development than the control group. Differences on the tests based upon the transparencies were highly significant.

Variable 9 (Figure 4), Critical Thinking

A test in story problem form was devised to evaluate the development of critical-thinking and problem-solving ability. Because of possible reading disabilities, the teachers were instructed to read the somewhat lengthy stories aloud. The students marked the best solution. Five items were included, one in each of the five areas of home economics. The control group scored higher in the development of critical thinking and problem solving than the experimental group. This difference approached statistical significance.

SECOND CONCERN: THE HIGH SCHOOL PROGRAM

One of the purposes of the experiment at Hollywood Hills High School was to determine if enough proficiency in the skills of cooking and sewing could be developed in a year's course at the ninth-grade level to permit the student to proceed with further skill development on her own at home.

Another purpose was to test the popularity of home economics courses which did not require the conventional laboratory facilities.

A third purpose was to determine the effect of the innovative program on the attitude of the students toward home economics.

A fourth purpose was to assess the development of general knowledge, critical thinking, and problem solving in the innovative home economics course.

The fifth purpose was to evaluate the carry-over of home economics learnings from the classroom to the home.

As explained previously, graduate students from Florida State University and the University of Miami were employed to assist in evaluating the program using an adaptation of Honigman's technique. Analysis of the findings has not been completed at this time.

Four courses were devised and the course content written by the original two home economics teachers involved in the experiment. Each successive teacher modified the original design. Each course was for a year. A discussion of the courses follows.

Creative Art in the Home

The course was divided into three parts, each of approximately twelve weeks in length. The first part was Creative Clothing.

The students learned to draft a basic pattern and to construct the garment at home. Two sewing machines were provided in the department for use by students only when they encountered a problem in home projects requiring the teacher's assistance. The students learned to analyze the construction of a garment and reproduce it. Art principles were stressed as applied to clothing.

The second part was Creative Foods. This was taught in the well-developed demonstration room (Figure 1). Two students in turn demonstrated foreign foods or a recipe of particular interest to them. The emphasis was on expressing creativity through foods and the application of art principles to serving food.

The course Creative Art in the Home was concerned with encouraging further skill development at home. The teachers made home visits for the purpose of assisting the students in home projects.

Based on the reports of the teachers involved in the experiment, a year of skill development in the areas of foods and clothing is not sufficient. Unless the students had had considerable prior experience, particularly in the area of sewing, they encountered great difficulty in constructing a garment at home.

Mrs. Ray evaluated some of the garments made at home from patterns drafted in Creative Design in Clothing. Many of the students demonstrated much creative ability, but the construction techniques indicated a need for closer supervision.

The students did develop more proficiency in food preparation techniques because of the ninth-grade program. Based on the teachers' reports the students were not yet ready to proceed on their own without close supervision.

The third part was Creative Interior Design. The students learned to draw floor plans, analyze color schemes for interiors, produce original interior designs. Much use was made of a variety of fabrics for draperies, upholstery, carpets, and household accessories.

Human Development

This course was divided into two parts, each one approximately one semester in length. The first part was devoted to the study of the family and the marriage relationship. Story problems were much used with the students reading extensively about a particular problem and then suggesting possible solutions based on the readings. The second part concerned child development. The development of the child from conception to school age was studied. The students prepared and operated a nursery school for six weeks. The departmental design included an observation room for the nursery (Figure 1). However, the course could be taught without special facilities.

Family Economics

This course applied the principles of management to the family and the home. Money management was studied particularly. The story problem method was used. Although the demonstration area was used to teach Family Economics, no special laboratories are needed.

Food and Textile Technology

This course was given for only one year (1969-70). A year of chemistry was a prerequisite to taking it. Food Chemistry as applied to food preparation was studied the first semester. The second semester concerned textiles with emphasis on the man-made fibers. Portable chemistry laboratories were moved into the classroom for this purpose. All the students were in the eleventh and twelfth grades. Consequently, these students were not involved in the testing.

Each of these four courses was designed to appeal to different types of students. A student who was creative might not necessarily enjoy human development and might dislike family economics. The courses were comprehensive in that each covered more than one area of home economics.

How popular are home economics courses which are taught without the conventional cooking and sewing laboratories? The story is best told through the enrollment figures.

Figure 5

	1968-69	1969-70
Creative Design	177	140
Human Development	176	257
Family Economics	61	70
Totals	414	467

The course Human Development which requires no laboratory facilities increased 46% in popularity. The course Creative Art in the Home decreased 21% in popularity.

The three tests, Survey of Attitudes Toward Home Economics, General Knowledge of Home Economics, and Development of Critical Thinking, were administered as post measures to the experimental and control groups at the end of the tenth grade at Hollywood Hills High School. Only students who took all three tests are included in the graphs below.

A look at Graph 1 (Figure 6) shows that the Attitude Toward Home Economics gradually declines from the beginning of the ninth grade through the end of the tenth grade. However, the decline is steeper for those who took Home Economics I in the ninth grade than for those who took the Skill Development course.

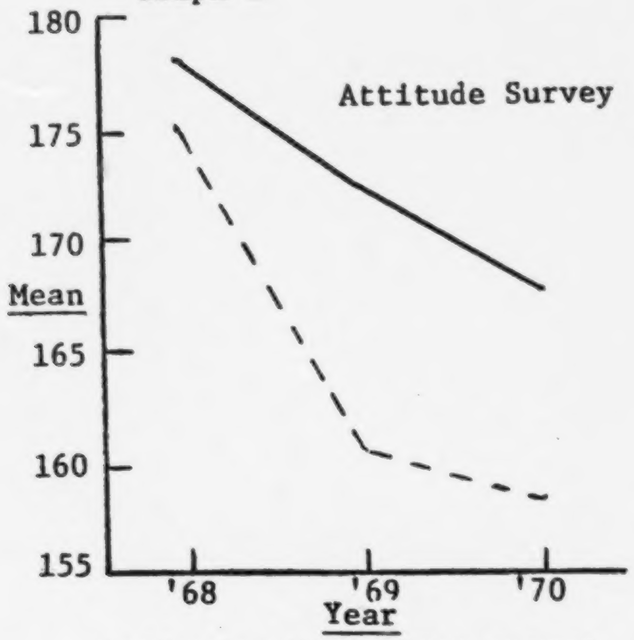
In Graph 2 (Figure 6) a sharp rise in general knowledge is apparent in the ninth grade. The increase is almost the same for both the control and experimental groups. At the end of the tenth grade, the experimental group leveled off gradually while the control group continued a steep decline.

Figure 6

Differences Between Hollywood Hills High School Control vs. Experimental Groups on Three Variables

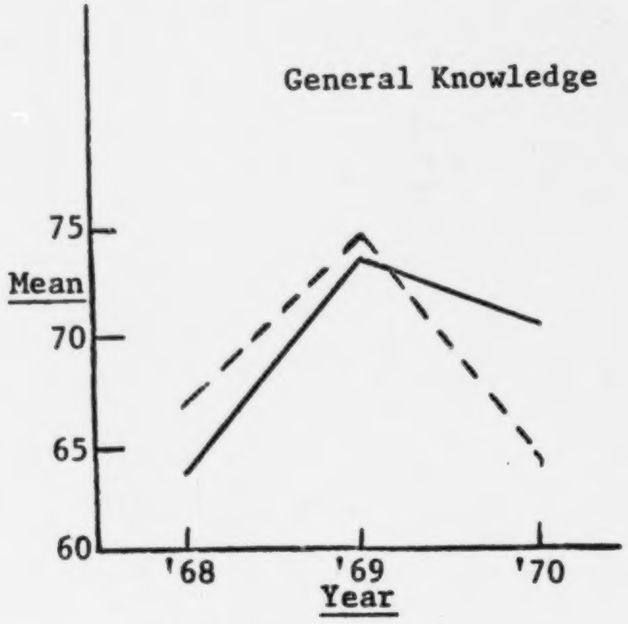
	Attitudes Toward Home Economics		General Knowledge of Home Economics		Development of Critical Thinking	
	Exp	Con	Exp	Con	Exp	Con
N	66	16	78	21	85	26
Mean '68	178.288	174.813	63.872	66.619	28.635	28.962
Mean '69	172.030	160.563	73.333	74.810	29.259	28.692
Mean '70	167.788	158.063	70.026	64.333	27.459	24.462

Graph 1

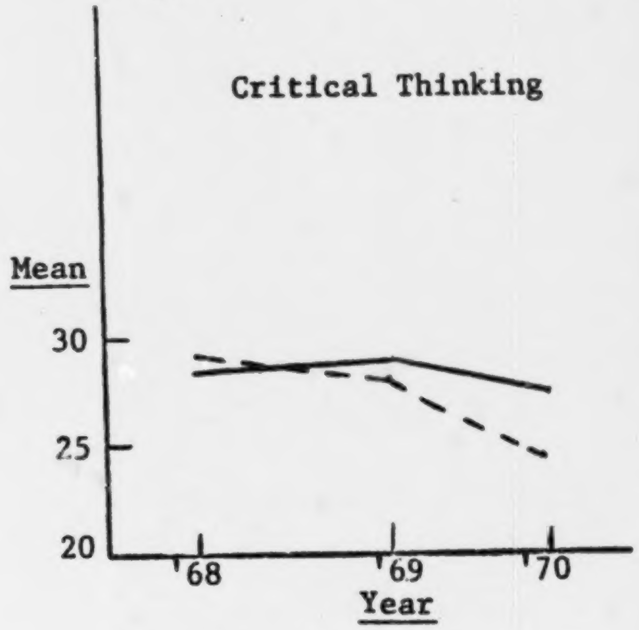


Hollywood Hills High School

Graph 2



Graph 3



Control - - - - - - - - - vs. Experimental ______

In Graph 3 (Figure 6) there is no apparent difference at any time between the control and experimental group in the development of critical thinking and problem solving. This result is not in conflict with Figure 4, Variable 9, because the group in the graph represents only that subset of pupils in the total study who had test scores at three points in time.

THIRD CONCERN: THE CARRY-OVER OF HOME ECONOMICS TO THE HOME

As explained under the Junior High School Program, a parent questionnaire or checklist was developed and sent home to be completed by the parents. No significant difference was found between the two groups in the carry-over of home economics learnings into the home.

A look at Figure 7 reveals that the subset of the control group with complete test data rose steeply in acceptance of home responsibilities and then leveled off. The experimental group showed very little increased acceptance of home responsibilities in the ninth year, but gradually rose in such acceptance during the tenth year. The trends shown by this subset of pupils were not typical of the more complete set of students whose scores were reported in Figure 4. This is not surprising since only six control students are included in the chart.

FOURTH CONCERN: ATTITUDES TOWARD HOME ECONOMICS BY ADMINISTRATORS, TEACHERS, AND STUDENTS

Graduate students from the University of Miami conducted structured interviews* of teachers, guidance counselors, and administrators of the schools involved in the project. The tabulated results are found in Figure 8 and Figure 9.

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*See Appendix, pages 33-36.

Figure 7

Parent Questionnaire

	Exp (N=26)	Con (N=6)
Mean '68	89.769	86.661
Mean '69	89.885	100.333
Mean '70	93.808	101.167

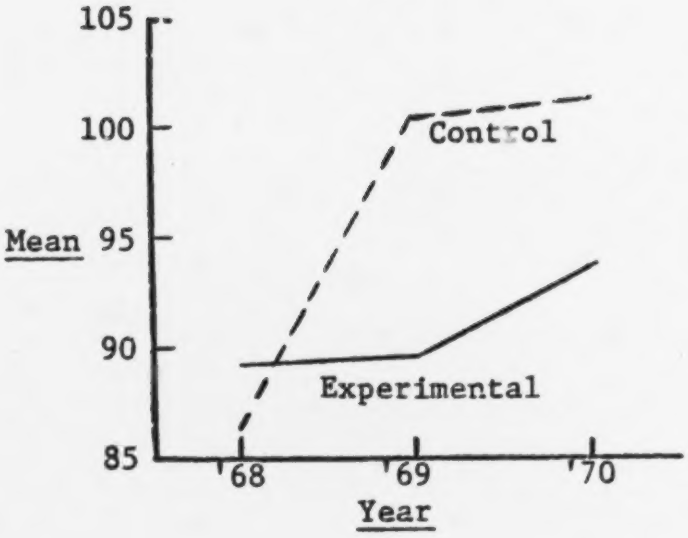

Figure 8

Teacher, Guidance, and Administrator Attitude and Knowledge of Home Economics

Question	Number Interviewed	Answer	
1. Your attitude toward home economics?	58	Dynamic	15
		Adequate	40
		Inadequate	3
2. General attitude of majority of faculty?	49	Dynamic	2
		Adequate	47
		Inadequate	-
3. Improved faculty attitude toward home economics?	51	Yes	11
		No	37
		Somewhat	3
4. What does home economics teach?			
Consumer Economics	47	Yes	44
		No	3
Clothing and Textiles	60	Yes	60
		No	-
Housing and Home Furnishing	50	Yes	50
		No	-
Foods and Nutrition	60	Yes	60
		No	-
Child Development	42	Yes	41
		No	1
Marriage and Family Living	45	Yes	43
		No	2
5. Are home economics courses vital?	63	Yes	61
		No	1
		Perhaps	1
6. Is home economics relevant to students' future needs?	61	Yes	58
		No	-
		Perhaps	3

Figure 8
(Continued)

Question	Number Interviewed	Answer	
7. Conceptual ideas valid?	61	Yes	57
		No	-
		Perhaps	4
8. Increase maturity of students?	60	Yes	53
		No	-
		Perhaps	7
9. Students' attitude?	57	Like	56
		Dislike	1
10. Home economics of interest to boys?	60	Yes	29
		No	19
		Perhaps	12
11. What courses would boys take?		Sewing	-
		Cooking	1
		M.F.L.	19
		Cons. Ed.	4
		Housing	2
12. Should boys be encouraged to take home economics?	57	Yes	52
		No	5
13. Are you aware of home economics project?	63	Yes	27
		No	36
14. Is it an improvement?	43	Yes	17
		No	11
		Uncertain	15

Figure 9

Student Attitude Toward Home Economics

Question	Number Interviewed	Answer	
1. Now taking home economics?	54	Yes No No room	37 13 4
2. Home Economics I or Skill Development in ninth grade?	43	Home Ec. I Skill Devel.	30 13
3. Was your grade in home economics fair?	44	Learned more Fair Learned less	15 29 -
4. Did you take home economics in tenth grade?	47	Yes No	8 39
5. Did you enjoy home economics?	44	Yes No Somewhat	40 3 1
6. Is home economics worthwhile?	44	Yes No	42 2
Did you gain specific homemaking skills?	43	Yes No Perhaps	38 4 1
Has home economics helped you with family and friends?	39	Yes No Somewhat	21 17 1
7. Is home economics as important as the academics?	43	Yes No	32 11
8. Would you choose home economics as a career?	40	Yes No Possibly	8 28 4

Figure 9
(Continued)

Question	Number Interviewed	Answer	
9. Would you like boys in home economics class?	41	Yes	27
		No	11
		Perhaps	3

IMPLICATIONS OF STUDY

Women who are involved in the occupation of homemaking know that no one year of home economics can teach a student all she needs to know about homemaking. Even three years might not be sufficient. Based on this assumption, the first home economics course which a student takes should be so exciting, interesting, and fun that she will be eager to take more home economics later.

The student's attitude toward home economics after the first year will determine how much home economics she will elect to take. It may mean the difference between choosing home economics or another profession as a lifetime vocation.

Although the occupation of homemaking may be closer to the student of the ninth grade than she realizes, her ideas of marriage are still nebulous and rosy-colored.

Home economists realize that interpersonal relationships and money management are much more important to successful homemaking than knowing how to cook and sew. But, at the ninth-grade level, the student is not aware of this. She is activity minded and enjoys courses which offer activities in the areas of interest.

As demonstrated in Figure 4, those students who took Skill Development in the ninth grade had a better attitude toward home economics at the end of the ninth grade than those who took Home Economics I. Even at the end of the tenth grade, the attitude of the experimental group was more favorable toward home economics.

If a first-year course in skill development will encourage a student to elect more home economics later, then it would seem that skill development should be the first course. Conceptual development can be expected to come later based on the skills.

According to the comments from the graduate students who conducted the student interviews, most students seemed to have a positive attitude toward home economics. This varied a great deal from school to school and lends credence to the popularly-expressed idea that the teacher is the key, not the course content.

Home economists in education need to take a careful look at the current trend to discredit the teaching of cooking and sewing. These activities have been the heart of the home economics program. No home economics teacher needs to apologize for teaching these areas at the junior high school level. The students and the parents want and expect such skill development.

But home economists in education need to look also at the popularity of the human development course. Essentially this is a marriage preparation course and requires no special laboratory facilities other than space to operate a small nursery school for three to six weeks.

The graduate students who observed in the classroom were enthusiastic about the student response to human development. The students themselves saw it as truly relevant to their needs.

Vocational home economics educators are aware of the need to train students in a saleable skill. Saleable skills devolve primarily from the foods and clothing area. Skill development at an early age will lead to gainful employment courses later.

Home economists in education need to be concerned about the development of critical-thinking and problem-solving ability. The program as presented in this project did not lead to this development. The study points to the need for further study in this area.

In Broward County it has been difficult to interest students in Family Economics. In this project very few students chose this course in relation to those who chose Human Development or Creative Art. It may be that the concepts of management of resources for human satisfactions are the most important concepts to be taught in homemaking, but the students do not see this. This judgment stems from maturity and experience. Since these courses are elective, they will continue to be unpopular, comparatively speaking.

Home economists in education should consider the need to integrate management and family economics into the marriage preparation course. These concepts should be taught from kindergarten through the twelfth grade, but the specific application to family life would come in a marriage preparation course.

The parent questionnaire attempted to find out if home economics students practiced at home the skills and concepts they learned at school. There was a very low return of the questionnaires from parents. The reported results in Figure 4 and Figure 7 are only indications that students do not carry home economics learnings into the home of their parents.

The home visit program in vocational education is supposed to bring the home economics teacher into the home. Many teachers resent the home visit program and do as little of it as possible. But the purpose of home economics is to improve home and family living. If there is little carry-over into the home, much of the purpose of home economics has been lost. Home economists in education need to consider this implication of the study carefully and evolve a plan that will answer the problem and receive the support of the teachers.

The table in Figure 8 does not give the whole story of the interviews. With only one exception, the principals and guidance counselors of the five junior high schools involved in the project felt that the Skill Development course was an improvement over the Home Economics I. All the principals thought the program was adequate; a small percentage thought it was dynamic. Apparently home economics stands higher with the principals than the teachers think.

The great majority of the faculty were indifferent to the home economics program. One principal said that teachers are concerned with their own program and care little about other programs in the school.

Although the numerical count indicated that faculty and administrators were aware of the course content of home economics, comments of the individual interviews showed a limited knowledge of the scope of home economics. They knew that child development, housing, and consumer economics were included, but they did not know how much of these areas was taught.

Although home economists feel that the program has changed a great deal in the past ten years, the faculty and administrators in this study were not aware of this change.

The need for better public relations within the school becomes evident even in such a small survey as this one. If home economics is to be known as a dynamic program rather than an adequate one, the teacher must publicize her department in all its aspects.

The results of this study indicate that eye-hand coordination needs to begin at an early age; that a skill development course in cooking and sewing should be given at the junior high school level; that the high school program should offer training in occupations which use these skills; that the high school program should offer a full year in human development which includes the marriage relationship, child development, and management of resources, and that the aesthetic side of homemaking is very important and students should be encouraged to be more creative in the home.

The results point the way to the need for more definitive testing with smaller samples under controlled conditions. Tests were written in each of the subject areas which were not included in the results because the testing was too limited. Mrs. Smith and Mrs. Ray will continue the testing program in 1971-72.

APPENDIX

1968-69 Ninth Grade
(Actual Means and Standard Deviations)

	Experimental		Control	
Variable	Pre	Post	Pre	Post
Survey of Attitude and Expectations				
Mean	177.0	169.3	170.8	158.0
S.D.	18.6	21.6	22.9	24.4
Number	103	103	320	320
Habits of Study				
Mean	246.6	243.9	229.8	248.5
S.D.	48.5	58.6	73.2	43.3
Number	132	132	405	405
Parent Questionnaire				
Mean	88.4	93.0	86.1	91.3
S.D.	20.5	19.5	19.1	20.5
Number	114	114	356	356
General Knowledge				
Mean	66.4	74.9	66.1	74.3
S.D.	7.9	9.8	8.7	10.3
Number	162	162	515	515
Food Semester Test				
Mean	44.0	51.5	44.3	50.7
S.D.	6.4	8.7	7.2	8.7
Number	167	167	512	512
Food Preparation Techniques				
Mean	12.7	16.9	13.0	15.6
S.D.	2.4	2.7	2.4	2.2
Number	150	150	443	443
Clothing Semester				
Mean	30.3	36.4	30.5	35.7
S.D.	5.4	5.5	5.5	6.2
Number	167	167	537	537
Sewing Techniques				
Mean	7.2	9.2	6.7	8.3
S.D.	1.9	2.8	2.1	2.1
Number	152	152	508	508
Critical Thinking				
Mean	29.4	29.1	28.7	29.3
S.D.	3.6	5.0	4.2	5.6
Number	165	165	521	521

BROWARD COUNTY BOARD OF PUBLIC INSTRUCTION
HOME ECONOMICS SURVEY OF HOME RESPONSIBILITIES

Daughter's Name ________________________ School ________________________

Please place a check (✓) or an X in the box which describes best how often your daughter performs each household task listed below either by herself or with other family members.

CARE OF YOUR HOME

How often does your daughter

1. pick up & put things away in her own room
2. clean her own room (dust and vacuum or sweep)
3. pick up & keep things neat in other rooms
4. clean other rooms (dust and vacuum or sweep)

	Always	Often	Some-times	Hardly Ever	Never
1.					
2.					
3.					
4.					

MEAL PLANNING

How often does she

5. plan the menu for family meals
6. plan and write the grocery list
7. do the major weekly food shopping

5.					
6.					
7.					

MEAL PREPARATION

How often does she

8. help to prepare the following meals: (make part of the meal or work with someone else):
    a. breakfast
    b. lunch (when at home)
    c. dinner

8a					
8b					
8c					

		Always	Often	Some-times	Hardly Ever	Never
9. prepare the following family meals alone:						
a. breakfast	9a					
b. lunch (when at home)	9b					
c. dinner	9c					
10. set the table for meals	10.					
11. wash and/or dry dishes by hand or put them in the dishwasher	11.					

CLOTHING CARE - FOR HERSELF

How often does she

12. a. wash her own clothes	12a					
b. iron her own clothes	12b					

CLOTHING CARE - FOR THE FAMILY

How often does she

13. a. wash the family clothes	13a					
b. iron the family clothes	13b					

SEWING AND MENDING

How often does she

14. mend her own clothes (sew hems, tears, buttons, snaps, etc.)	14.					
15. mend other family members' clothes (sew hems, tears, buttons, snaps, etc.)	15.					
16. make new clothes for herself (use pattern & material)	16.					
17. make new clothes for other family members	17.					
18. make things for home, such as pillows, curtains, etc.	18.					

GENERAL

19. care for sick people in your home (take temperatures, make sure they are comfortable, prepare and serve food)

20. give first aid for cuts and burns

21. take care of family pets

22. cut the grass

23. care for flowers & plants

24. pay household bills such as telephone, electricity, rent, insurance

	Always	Often	Sometimes	Hardly Ever	Never
19.					
20.					
21.					
22.					
23.					
24.					

CHILD CARE

(If there is no small child at home check

here: ☐ and go to Question 30)

How often does she (check one)

25. bathe the child or help him bathe

26. dress the child or help him dress

27. prepare the child's food

28. feed the child

29. play with the child or plan activities for him

25.					
26.					
27.					
28.					
29.					

WHO IS USUALLY RESPONSIBLE FOR THE FOLLOWING CLOTHING CHOICES:

30. selecting her coats, siits, dresses

31. selecting her blouses, sweaters, skirts, sportswear, undergarments

32. selecting her accessories (jewelry, scarves, shoes)

	Your Daughter	You & Your Daughter	You or Other Adults
30.			
31.			
32.			

Parent's Signature ______________________________

Date ______________________________

Guidelines for Home Economic Interviews
May 22, 1969

Following are the guidelines we will use for the Broward County Home Economics Project interviews on May 22, 1969:

1. Interviews will be held at the five feeder junior highs (McNicol, Driftwood, Rogers, Attucks, and Olsen), Hollywood Hills, Stranahan, South Broward, and McArthur High Schools.

2. Interviewers will seek out the Principal upon arriving at the school campus and introduce themselves (the Principal has been informed of your visit either May 20 or May 22). After introducing yourself, please interview the Principal using one of the interview forms.

3. After interviewing the Principal, go to the Guidance Department and interview the Guidance Director if he or she is available. If the Guidance Director is not available, interview a Guidance Counselor.

4. Ask the Guidance Counselor to direct you to the teachers' lounge. Please interview five teachers, either in the teachers' lounge or in a more quiet spot.

5. You are to interview five teachers - three teachers should be from the major content areas such as English, Math, Science or Social Studies; two teachers should be teachers of one of the minor disciplines (Physical Education, Foreign Language, Industrial Arts, etc.).

6. After completing the teacher interviews, please step out into the hall and randomly select five students. Interview only girls. They must be either 9th or 10th grade girls.

7. Use the Student Interview Form for the students and the Teacher Interview Form for the teachers.

8. Please complete all identifying information at the top of the interview forms. Please keep the interview form in your hands and simply ask the questions, checking the responses and writing the comments as the interviewees respond to your questions.

9. As an introduction to the interview, please state that the interview is being conducted by the Division of Research as a phase of the Broward County Home Economics Project's evaluation. Faculty members and students of the five junior highs and Hollywood Hills High School should be aware of the Skill Development Program going on in 9th grade. The students and faculty at Stranahan, South Broward, and McArthur might need the additional information that they are essentially a control school for Hollywood Hills.

School ______________________________ Date ____________

Interviewer's Name ______________________

Interviewee's Position ___________________

---

1. What is your attitude toward the Home Economics Program in your high school?

   Dynamic ___
   Adequate ___
   Inadequate ___

   Comments: ____

   ____

2. What is the general attitude of the majority of the faculty members toward the Home Economics Program?

   Dynamic ___
   Adequate ___
   Inadequate ___

   Comments: ____

   ____

3. Has your school's overall faculty attitude toward Home Economics changed in recent years?

   Yes ___ No ___ Somewhat ___

   ___ In the last year
   ___ In the last two years
   ___ In the last three years
   ___ In the last four years

   Comments: ____

   ____

4. What areas of content are being taught in your school in the Home Economics Department?

Consumer economics?	Yes ___	No ___
Clothing and textiles?	Yes ___	No ___
Housing and home furnishings?	Yes ___	No ___
Foods and nutrition?	Yes ___	No ___
Child development?	Yes ___	No ___
Marriage and family living?	Yes ___	No ___

5. Do you feel that the courses presented in the Home Economics Department are vital (i.e., dynamic, important) for the students in your school?

Yes ___ No ___ Perhaps ___

Comments: ______________________________

____

6. Do you feel students in your school develop skills relative to their present and future lives either as a home-maker or for a career through the Home Economics Program?

Yes ___ No ___ Perhaps ___

Comments: ______________________________

____

7. Do you feel the conceptual ideas presented through the Home Economics Program are of value to the students?

Yes ___ No ___ Perhaps ___

Comments: ______________________________

____

8. Do you feel the Home Economics content increases the maturity of personal adjustment of the students in your high school?

Yes ___ No ___ Perhaps ___

Comments: ______________________________

____

9. What are the students' attitudes toward the Home Economics Program?

Like the program ___ Dislike the program ___

Comments: ______________________________

____

10. Do you feel the Home Economics courses are of any interest to the boys in your school?

Yes ___ No ___ Perhaps ___

Comments: ______________________________

____

11. Do any boys sign up for Home Economics courses?

___ Sewing
___ Cooking
___ Marriage & Family Living
___ Consumer Education
___ Housing

Comments: ______________________________

____

12. Do you think more boys should be encouraged to enroll in Home Economics courses?

Yes ___ No ___

Comments: ______________________________

____

13. Have you been aware of the research project in the ninth and tenth grade County Home Economics Program?

Yes ___ No ___

Comments: ______________________________

____

14. If your school has participated in the special 9th and 10th grade Home Economics program, do you feel the program was an improvement over the previous program?

Yes ___ No ___ Uncertain ___

Comments: ______________________________

____

HOME ECONOMICS SURVEY

You will find some sentences that will let you know how you feel about Home Economics. Your answers will be treated with the strictest confidence, so please answer exactly the way you feel. There are no right or wrong answers.

You will mark your answers on separate answer cards. Make no marks on this booklet. Decide how you feel about each sentence and mark your answer on the answer card with the special pencil. Completely fill in the bubble. Be sure your marks are heavy and black. Mark only one bubble for each sentence. Choose one of the following terms to describe how you feel about each sentence:

If you feel that the sentence is seldom or never true for you, blacken the bubble marked 1 on your answer card.

If you feel that the sentence is sometimes true for you, blacken the bubble marked 2 on your answer card.

If you feel that the sentence is quite often true for you, blacken the bubble marked 3 on your answer card.

If you feel the sentence is true for you most of the time, blacken the bubble marked 4 on your answer card.

If you feel the sentence is almost always true for you, blacken the bubble marked 5 on your answer card.

Work as rapidly as you can without being careless. Please answer every item.

1 - seldom or never
2 - sometimes
3 - quite often
4 - most of the time
5 - almost always

---

1. I believe Home Economics courses will be very interesting.

2. I feel Home Economics teachers grade harder than other teachers.

3. I plan to spend a lot of my study time on Home Economics in order to get a good grade.

4. I am afraid I won't do well in Home Economics because I don't think I can learn how to sew.

5. I think I will be able to be of more help at home when I've had cooking.

6. I feel a Home Economics course is a waste of my school time.

7. I think that because I've had a lot of experience in sewing I'll be able to do very well in Home Economics.

8. I wish that I could have taken Home Economics earlier in school.

9. I feel that I don't need a Home Economics course to learn to get along with my family better.

10. I feel that I will like to learn to sew.

11. I don't see much point in studying the cost of food, clothing and other household items.

12. I believe Home Economics is an easy course.

13. I feel that Home Economics will not help me when I marry and have a home of my own.

14. I think it will be more fun to cook at home after I've had Home Economics.

15. I am afraid I won't do well in Home Economics because I've never had experience in sewing.

16. I wish I could postpone taking Home Economics until sometime in senior high school.

17. I believe that Home Economics does not require much study time or hard work.

1 - seldom or never
2 - sometimes
3 - quite often
4 - most of the time
5 - almost always

---

18. I am sorry that I must take Home Economics at all.

19. I feel that what I learn in Home Economics will be of great value to me when I marry and have my own home.

20. I think I need to know more about purchasing food, clothes, and other household items.

21. I don't think I will like to cook even after taking Home Economics.

22. I feel that homework is important for getting a good grade in Home Economics.

23. I would like to learn more about how babies and children develop.

24. I don't feel that the sewing I will learn in Home Economics will make me want to make my own clothes.

25. I believe that Home Economics teachers are fun and make course work so interesting that it is easy to get a good grade.

26. I feel that it is important to learn to organize your own bedroom for the best use.

27. I believe I'll enjoy learning how important what I eat is to my health.

28. I wish I did not have to take sewing in Home Economics.

29. I feel that it is important to know how to make a home more attractive.

30. I am eager to learn to cook because I don't have an opportunity to cook at home.

31. I think it is unnecessary to plan or organize a house, room or the home furnishings in order to have a pleasant home.

32. I want to take Home Economics because cooking is fun.

33. Since I will learn to sew in Home Economics, I believe I will be able to make a lot of new clothes.

34. I don't feel that it is necessary to study foods and their effect on my health.

1 - seldom or never
2 - sometimes
3 - quite often
4 - most of the time
5 - almost always

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35. I believe that Home Economics will help me understand and talk to boys.

36. I am not interested in cooking at home so I don't see why I should take cooking in school.

37. I feel that Home Economics courses will help me get along better with my family.

38. I don't think it is worth the time or effort that one must spend to understand Home Economics.

39. I feel that I'm not interested in learning about babies and child development right now.

40. I feel that it is important to be able to plan a house and understand attractive furniture placement.

41. I don't think I need Home Economics to learn how to get along with boys.

42. I am afraid I won't do well in Home Economics courses because my other course work will take too much time.

43. I have looked forward to taking Home Economics courses.

44. I feel that I won't have to do much homework in Home Economics in order to get a good grade.

45. I feel Home Economics is a very important part of my school work.

46. Please fill in the appropriate bubble on your answer card for the number of Home Economics courses you have had.

    1. None
    2. One course
    3. Two courses
    4. Three courses
    5. Four courses

HABITS OF STUDY AND EXPECTATIONS

You will find some sentences that will let you know how you feel about school and about the ways you study. Your answers will be treated with the strictest confidence, so please answer exactly the way you feel. There are no right or wrong answers.

You will mark your answers on separate answer cards. Make no marks on this booklet. Each sentence will be read to you. Decide how you feel about each sentence and mark your answer on the answer card with the special pencil. Completely fill in the bubble. Be sure your marks are heavy and black. Mark only one bubble for each sentence. Choose one of the following terms to describe how you feel about each sentence:

If you feel that the sentence is seldom or never true for you, blacken the bubble marked 1 on your answer card.

If you feel that the sentence is sometimes true for you, blacken the bubble marked 2 on your answer card.

If you feel that the sentence is quite often true for you, blacken the bubble marked 3 on your answer card.

If you feel the sentence is true for you most of the time, blacken the bubble marked 4 on your answer card.

If you feel the sentence is almost always true for you, blacken the bubble marked 5 on your answer card.

Work as rapidly as you can without being careless. Please answer every item.

1 - seldom or never
2 - sometimes
3 - quite often
4 - most of the time
5 - almost always

---

1. I feel that teachers know the things that boys and girls like and need.

2. My dislike for certain teachers causes me not to do my school work.

3. My teachers make their subjects interesting to me.

4. I feel that I would study harder if I could choose subjects that I like.

5. Whether I like a subject or not, I still work hard to make a good grade.

6. When my homework is extra long or hard, I quit or study only the easier parts of the lesson.

7. In preparing reports and papers I make certain that I clearly understand what is wanted before I begin work.

8. When I write tests and other work to be turned in, I find it hard to say what I want to say.

9. My teachers say my written reports are written too quickly or are poorly planned.

10. I feel that teachers do not allow their likes or dislikes for students to show too much when they give grades.

11. I feel that the easiest way to get good grades is to agree with everything the teachers say.

12. I think that teachers like to show who's boss too much.

13. I feel that teachers are fair and willing to change.

14. I lose interest in my studies after the first few days each year.

15. I believe that teachers really want their students to like them.

16. I give special attention to neatness on themes, reports, and other work to be turned in.

17. I memorize rules of grammar and definitions of words without really knowing what they mean.

1 - seldom or never
2 - sometimes
3 - quite often
4 - most of the time
5 - almost always

---

18. I am afraid to ask the teacher to give me the meaning of an assignment that is not clear to me.

19. I feel that students are given enough freedom in choosing the papers and reports they want to do in class.

20. I think that teachers expect students to do too much studying outside of class.

21. Lack of interest in my school work makes it hard for me to keep my mind on reading.

22. Unless I really like a subject, I believe in doing only enough to get a passing grade.

23. I am afraid and upset when taking a test, and I cannot answer questions as well as I should.

24. I have trouble with the rules for writing good reports.

25. When explaining a lesson or answering questions, my teachers use words that I do not understand.

26. When I get behind in my school work for something I can't help, I make up my lessons without being reminded by the teacher.

27. I feel that I am not sure as to what school will do for me and how it will help me when I get out of school.

28. Some of my school work is so dull that I have to make myself do the lessons.

29. When I am pushed with too much to do, I do not work well.

30. My teachers do not explain or tell us enough about the things they are trying to teach.

31. Thinking about something else keeps me from paying attention while I am studying.

32. I believe that having a good time and getting one's full share of fun out of life is more important than studying.

33. Even though a lesson is dull and I don't like it, I stick to it until it is finished.

1 - seldom or never
2 - sometimes
3 - quite often
4 - most of the time
5 - almost always

---

34. In writing what the teacher says, I sometimes write down things which later on turn out not to be important.

35. I feel that teachers act as if they think they are better than other people when working with students.

36. I believe that teachers secretly enjoy giving their students a "hard time."

37. I think that teachers usually talk too much.

38. I keep all my work on each subject together and very carefully arranged in some order.

39. When I am having trouble with my school work, I try to talk it over with the teacher.

40. I feel that teachers try to give the same amount of attention and help to all their students.

41. I believe that teachers do not discuss present-day problems and world news with their classes.

42. The pictures, examples, and stories given by teachers are interesting and easy to understand.

43. I feel that teachers are mean to the poorer students and make fun of their mistakes.

44. I feel that my grades show what I can really do.

45. I don't think it is worth the time, money, and effort that one must spend to get a college education.

46. The reason I do poorly on tests is that I find it hard to think clearly and plan my work within a short time.

47. Some of my classes are so dull that I spend the class period drawing pictures, writing notes, or thinking of other things instead of listening to the teacher.

48. I do not bother to correct errors on papers the teachers have graded.

49. I keep the place where I study at home neat and in order so that I can keep my mind on my work.

1 - seldom or never
2 - sometimes
3 - quite often
4 - most of the time
5 - almost always

---

50. When I am studying at home, other people and other things keep me from studying well.

Please turn your test card over. You will see that the numbers on the answer card are from 1 to 50. The following sentences are also numbered 1 to 50 to help you mark your answers. After you decide how you feel about each sentence, mark the bubble on the answer card in the same way as you did for the first 50 sentences. Be sure you completely fill in the bubble and that your marks are heavy and black. Mark only one bubble for each sentence.

1. It takes a long time for me to get warmed up to the job of studying.

2. I am unable to study well because I get restless and have the blues.

3. I put off doing my written work until the last minute.

4. I feel that I am taking subjects which will help me very little.

5. I believe that the main job of the schools is to teach students things that will help them.

6. When I sit down to study, I find myself too tired, not interested, or too sleepy to study well.

7. I feel that teachers make their subjects too hard for most students.

8. I try to be really interested in every subject I take.

9. When thinking of going to college my main reason is that it will help me be somebody.

10. I believe that the school's football team is just as important as what the teachers teach.

11. I feel that football coaches do more for school life than do the other teachers.

12. I feel that teachers think more about grades than they think about what school is trying to do for the students.

13. I think it might be best for me to drop out of school and get a job.

1 - seldom or never
2 - sometimes
3 - quite often
4 - most of the time
5 - almost always

14. I feel that the things taught in school will not help me to meet problems I will have when I am grown-up.

15. I skip over the figures, graphs, and tables in a reading lesson.

16. Too much reading or studying gives me a headache.

17. After reading several pages of a lesson, I am unable to remember what I have just read.

18. I feel like skipping school when there is something else I would rather do.

19. I think the students who ask questions and take part in class are only trying to "get in good" with the teacher.

20. I believe that higher grades are given to students who can memorize lessons than to those who can "think" well.

21. I waste too much time talking, watching TV, listening to the radio, going to movies, etc., for the good of my studies.

22. My studying is done in an unplanned way, and I do only what I just have to do for my next class.

23. I get behind in school work because I have too many other things to do.

24. I believe that teachers give tests on purpose on the days following parties and ball games.

25. I do my lessons at school so that I won't have much to do at home.

26. Problems outside of school--with other children or at home--cause me not to do my school work.

27. I complete my homework lessons on time.

28. I find it hard to pick out the important points of a reading lesson that may later be asked on a test.

29. When I am not sure about how I should write a report, I look for a correct report to use as an example.

30. I like to have a radio, TV, or record playing while I'm studying.

1 - seldom or never
2 - sometimes
3 - quite often
4 - most of the time
5 - almost always

---

31. When reading a long lesson, I stop now and then to remember what I have read.

32. I get very little done for the amount of time I spend studying.

33. I believe that one way to get good grades is to get in good with the teacher.

34. With me, studying is sort of hit-or-miss, depending on the way I feel.

35. I study an hour or more each day outside of class.

36. At the beginning of the study period I plan how much of the lesson I want to cover.

37. I feel that it is almost impossible for the student to do all of the work the teacher gives him to do at home.

38. I can pay attention to a reading lesson for only a short while, and then it stops making sense.

39. I feel that the main reason why students cheat is because teachers give homework that is silly.

40. I copy the charts, drawings, tables, and other pictures that the teacher puts on the blackboard.

41. I keep my lessons up-to-date by doing my work every day.

42. I like to study my lessons alone instead of with others.

43. I make lower test grades because I change my first answer only to find out later that I was right the first time.

44. When getting ready for a test, I study lessons as they were taught by the teacher in the order that they were taught in the class or the book.

45. I am careless of spelling and the rules of English when answering test questions.

46. Although I work until the last possible minute, I cannot finish tests on time.

1 - seldom or never
2 - sometimes
3 - quite often
4 - most of the time
5 - almost always

---

47. If time is left, I take a few minutes to check over my answers before turning in my test paper.

48. When tests are returned, I find that a low grade was made because I made careless mistakes.

49. I feel that students can be expected to like most teachers.

50. I believe that teachers go into teaching because they enjoy it.

Please put your first answer card on the left side of your desk. Put your name on the second answer card. You will see that the numbers on the answer card are from 1 to 50. The following sentences are numbered 1 to 29 to help you mark your answers. After you decide how you feel about each sentence, mark the bubble on the answer card in the same way as you did for the first 50 sentences. Be sure you completely fill in the bubble and that your marks are heavy and black. Mark only one bubble for each sentence.

1. At the beginning of a study period I plan my work so that I will use the time in the best way.

2. During tests I get upset and cannot do my best.

3. I would be mad at myself if I let some little failure upset me.

4. I set high aims for myself which I try to reach.

5. My interest is less if I have to try to do better than someone else.

6. I enjoy resting or playing only when I have completed a task well.

7. I dislike trying to do better than someone else in all things.

8. I feel that nothing else which life can offer can take the place of a job well done.

9. I feel that man can only be happy when he gives up wanting things he does not have and is happy with what he has.

10. I do not like to lose when working or playing against others.

11. I would rather live a quiet and comfortable life than keep working for a better job.

1 - seldom or never
2 - sometimes
3 - quite often
4 - most of the time
5 - almost always

---

12. The harder a task is the more I like doing it or working with it.

13. I dislike the things one has to do to successfully finish some hard task.

14. Above all, I want to have a very happy, successful career.

15. I feel that much of life's enjoyment is lost because we are taught that it is so important to get ahead in life.

16. Wanting to "get ahead" drives me to try to do greater things.

17. I have fears that I shall fit into a life where everybody is out "to get ahead."

18. I feel that my future peace and self-respect depend upon my doing some very good work.

19. I feel that in our schools too much importance is put on getting top grades.

20. I think that I would be willing to give up most of my other interests to prepare for my life's work.

21. I do not like to take part in sports if it is more important to win than to have fun.

22. Self-respect pushes me always to do the very best I can in whatever I am doing.

Now, complete each of the following sentences by choosing one of the four choices listed after each sentence. There are no right or wrong answers so please answer each question freely. Mark your choice on the answer card by completely filling in the bubble that matches your choice with the special pencil.

23. My family wants me to:

    1. Graduate from high school
    2. Quit school when I am sixteen
    3. Attend college
    4. Quit school soon

24. I, myself, really think that I will:

    1. Graduate from high school
    2. Quit school when I am sixteen
    3. Attend college
    4. Quit school soon

25. I feel that I will earn my living in a job most like:

    1. Waitress, busboy
    2. Mechanic, seamstress
    3. Postman, secretary
    4. Lawyer, teacher, engineer, etc.

26. I think the most important thing in selecting a job is:

    1. How you feel about the things you have to do on the job
    2. How much money the job pays
    3. Opportunity to advance to a better position
    4. How hard you have to work

27. I would prefer to get my training for a job:

    1. In high school
    2. In vocational school after finishing high school
    3. In school at night when I get a job after finishing high school
    4. In college

28. If you were to go to work at a local supermarket, which of the following would you expect to be after five years:

    1. Store manager
    2. Bag boy
    3. Checkout cashier
    4. Stock boy

29. What do you consider to be most important in getting a job?

1. Personality--how you get along with other people or the impression you make
2. Training and education
3. Knowing someone with influence
4. Work experience in this field

HOME ECONOMICS TEST

This is a test of your general knowledge of home economics. Be sure you have completed your name card and placed it at the top right-hand side of your desk.

Follow the directions given for each section of the test. Make all your responses by filling in the bubble on your test answer card. Be sure your marks are heavy and black.

SECTION A - True or False

Please indicate whether the following questions are True or False by marking the first or second bubble on your test answer card for each item. Mark the first bubble to indicate a response of True and mark the second bubble to indicate a response of False.

1. Cheese should be melted at a low temperature.
2. Heads of lettuce should be firm and free from brown spots.
3. Vegetables are an excellent source of minerals and vitamins.
4. Good health is basic to physical and mental well-being.
5. Vitamin A encourages a healthy complexion.
6. Vitamin C is abundant in citrus fruits.
7. Yeast is a living plant and can be destroyed by heat.
8. Steam is a leavening agent.
9. The sharing of home responsibilities contributes to the success and happiness of the home.
10. A high price always indicates good quality.
11. Homogenized milk has a low fat content.
12. Bread and other grain products are an economical source of energy.
13. A cream soup is usually made with cream.
14. Knives are placed at the right of the plate with the cutting edge turned away from the plate.
15. It is not necessary to practice good manners at home.
16. The color of the food is important when planning a meal.
17. Cheese is hard to digest.

18. At least two fruits should be included in the daily diet, one of which should be a fresh fruit.

19. You can't tell the freshness of an egg by the color of its shell.

20. Cheese may be used as a substitute for meat.

21. Crisp and soft cookies should be stored in separate containers.

22. In lighting a gas stove one should light the match before turning on the burners.

23. Cooking pan handles should not extend over the edge of the range in order to prevent accidents.

24. Nutritionists recommend that we eat 8 eggs per week.

25. Intensity of color has little bearing on Vitamin A value of vegetables.

26. Fish is brain food.

27. Toast has fewer calories than untoasted bread.

28. Today's foods are poor in vitamins and minerals because of worn-out soil.

29. The fundamental rule in egg cookery is to cook with a low temperature.

30. Stewing or simmering meat differs greatly from braising.

31. All meat except pork should be roasted at 325° F.

32. Poultry and fish are protein foods.

33. A short jacket on a tall, thin person tends to reduce the apparent height of the person.

34. Mercerized thread should be used in sewing cotton fabrics.

35. Hip measurement is always taken 6 inches below the waistline.

36. Bust size is the most important measurement in choosing the size of a pattern.

37. Pinking shears should not be used to cut out a garment.

38. All rayon fabrics are made by the same process.

39. A wide skirt will make a small waist look even smaller.

40. If you believe your hips are too large, you should emphasize your shoulders and neckline.

41. When selecting a dress one should consider the occasion for which it will be used and the accessories to be worn with it.

42. Design is defined as any arrangement of lines, forms, colors, and textures.

43. The seam guide on a machine aids in stitching close to the metal of a zipper.

44. In machine sewing, place the bulk of the fabric to the right of the presser foot.

45. All basting stitches are temporary stitches.

46. Corduroy is a napped fabric.

47. "Preshrunk" means that the material will not shrink at all.

48. The consumption of textiles in a country is largely determined by the culture or mode of living.

49. If the sewing machine is used quite often, it should be oiled once a week.

50. The more you press the foot pedal down, the faster the electric machine runs.

51. The numbers on the stitch-length regulator mean the number of stitches to the inch.

52. You should use the same sewing machine needle for all fabrics.

53. Good grooming includes daily care of clothes.

54. The best method for shrinking cotton fabric is to immerse it in water.

55. The basis for judging traffic patterns in a home should include safety and efficiency factors.

56. We can be assured that a vase is beautiful if we pay $20.00 for it rather than $1.98.

57. If a bright blue and orange wall hanging is used as a center of interest in a room, the same colors cannot be used elsewhere in the room without destroying the center of interest.

58. Four flowers in an arrangement are usually thought to be more artistic than three flowers.

59. The subject of a picture should be appropriate to the mood of the room in which it is to be used.

60. Being able to buy more than you can afford is an advantage of installment buying.

61. Small loan companies usually have lower interest rates than do large banks.

62. The salesman is the best source of information regarding advisability of purchasing a particular brand of refrigerator.

63. Stains on table linens should be treated after laundering.

64. Preferably the range or wall oven should not be placed adjacent to the refrigerator.

65. Purchases of second-hand furniture should be avoided.

66. It is not advisable to vacuum a carpet until it looks dirty.

67. Intense colors should be used on walls in hospitals, school rooms, and libraries.

68. An advantage of renting a home is that if you do not have a lease you can move at any time.

69. A large picture in a small room will add to the apparent size of the room.

70. Usually one small accessory should not be used by itself to introduce an entirely new color.

71. Hue is the term used to indicate the name of the color, such as red, blue, or green.

72. Several small objects grouped together may be made to balance one large object.

73. Time, interest, imagination and personal effort are more important in interior decoration and dress than money.

74. A family with several small children should live on a corner lot.

SECTION B - Multiple Choice

Please respond to the following multiple choice items by marking the appropriate bubble on your test answer card for the one best answer for each item.

75. Staystitch with thread that

A. is any color.
B. matches the fabric.
C. is the contrasting color.
D. is white.

76. Which one of the following stitches is only temporarily useful and can be taken out immediately upon stitching the real seams?

F. Staystitching
G. Backstitching
H. Basting
J. Edgestitching

77. The layout on the material of the pattern pieces depends on

A. the pattern of the fabric.
B. the nap of the fabric.
C. the size of your pattern.
D. the width of the material.
E. all of these.

78. The presser foot does which of the following?

F. Operates the bobbin.
G. Holds the thread in place.
H. Holds the fabric against the feed dog.
J. Winds the bobbin.

79. Penny is five feet four inches tall, blonde and slightly overweight. Which would be the best choice for her?

A. One-piece sheath.
B. Dress with pleated skirt.
C. Two-piece dress.
D. Shift with contrasting belt.

80. A standard seam allowance is

F. 1/2 inch.
G. 1/4 inch.
H. 7/8 inch.
J. 5/8 inch.

81. The most accurate method of marking your material is

A. tracing wheel.
B. tailor's chalk.
C. tailor's tacks.
D. pins.

82. The large straight arrow on a pattern piece indicates which of the following?

F. To place on the fold of the material.
G. The direction to staystitch.
H. To place on straight of grain.
J. The location to apply decoration.

83. Most hems of straight or slightly flared clothes should be

A. 1 to 2 inches.
B. 4 inches.
C. any width one desires.
D. 2 to $3\frac{1}{2}$ inches.

84. In hemming a garment one should use the

F. basting stitch.
G. running stitch.
H. slipstitch.
J. edge-stitch.

85. Patterns should be bought according to

A. age.
B. measurements.
C. height.
D. dress size.

86. Which of the following cannot be used to satisfactorily close an opening where strain occurs?

F. Zipper.
G. Buttons and buttonholes.
H. Hooks and eyes.
J. Snaps.

87. To correctly hem a garment one should first

A. place pins at correct distance from floor-front, back and sides.
B. turn under $\frac{1}{4}$ inch and stitch--then place pins.
C. cut hem off evenly before measuring from floor and placing pins.
D. do any of the above.

88. The stitch to be used for correct application of hooks and eyes and snaps is the

F. slipstitch.
G. buttonhole stitch.
H. blind-stitch.
J. edge-stitch.

89. Selvage of material refers to the

A. non-woven edge.
B. lengthwise grain.
C. edge which will not fray.
D. cut edge.

90. The least desirable side of the house for the placement of a patio where evening meals will be served is

F. east.
G. north.
H. south.
J. southeast.
K. west.

91. Mr. Brown earns $400 per month and lives in a rented house. He should spend per month for shelter no more than which of the following?

A. $40
B. $60
C. $80
D. $100
E. $120

92. The cleanest type of household heat is

F. coal.
G. electricity.
H. gas.
J. oil.
K. wood.

93. The basic rule to follow when storing any small applicance is that it should be

A. out of sight.
B. where it can be seen at all times.
C. near the place where it will be used first.
D. near other applicances.
E. near the sink.

94. The most efficient work pattern in the kitchen is the

F. circle.
G. oval.
H. rectangle.
J. triangle.

95. Which of the following dairy products offers the most nutritive value in relation to cost?

A. Cottage cheese.
B. Butter.
C. Cream cheese.
D. Ice cream.

96. The body uses excess carbohydrates for building

F. muscles.
G. blood.
H. bones.
J. strong teeth.
K. fat.

97. The less tender cuts of meat can be made more tender by

A. searing the outside of the meat.
B. stewing or braising.
C. roasting slowly without added water.
D. boiling rapidly for a short time.
E. adding salt at the beginning of cooking.

98. Eggs cooked in the shell should be cooked

F. in boiling water.
G. at a high temperature.
H. below the boiling point.
J. in the double boiler.

99. The Basic Four Food Groups give us a simple but scientific plan for selecting our meals

A. day by day.
B. week by week.
C. month by month.
D. none of these.

100. Milk is deficient in which of the following?

F. Calcium
G. Iron
H. Sodium chloride
J. Phosphorous

101. The primary need for protein in the body is for

A. storage.
B. energy.
C. building and repairing tissues.
D. fat
E. all of the above.

102. In getting ready for the meal, you should observe which of the following courtesies?

F. Be ready when the meal is served.
G. Come to the table promptly.
H. Have hands and face clean.
J. Have hair neat.
K. All of the above.

103. Identify the ingredient that is not used in the preparation of white sauce.

A. Milk
B. Pepper
C. Sugar
D. Butter
E. Flour

104. In preparation of a molded fruit salad, when should you add the fruit?

F. Immediately after dissolving the jello.
G. Just the instant before serving.
H. After jello has partially set.
J. Before dissolving the jello.

105. Which of the following would destroy the qualities of a good meringue?

A. Eggs separated carefully.
B. Sugar added rapidly.
C. Egg whites beaten until stiff.
D. Meringue beaten until it peaks.

106. A cup of powdered sugar should be leveled by

A. shaking the cup until the contents are level.
G. patting flat with a knife.
H. cutting off with a flat-edged instrument.
J. packing it down firmly and then leveling it off with a knife.

107. Nutrition may be correctly defined as a

A. study of the Basic 4.
B. comprehensive study of vitamins and minerals.
C. study of the body and its functions.
D. study of foods in relation to their use in the body.

108. In milk cookery the temperature of the milk should

F. depend on the purpose for heating.
G. be kept high.
H. be kept very low.
J. be neither high nor low.

109. The lengthwise grain of fabric refers to

A. any thread with length.
B. threads running perpendicular to selvage.
C. threads running in a diagonal position to selvage.
D. threads running parallel to selvage.

110. Staystitching does which of the following?

F. prevents stretching.
G. prevents puckering.
H. makes facings lie down flat.
J. locks the stitch.
K. prevents seams from pulling out.

HOME ECONOMICS TEST

FOODS

This is a test of your knowledge of Home Economics. Be sure you have completed your name card and placed it at the top right-hand side of your desk.

Follow the directions given for each section of the test. Make all your responses by filling in the bubble on your test answer card. Be sure your marks are heavy and black.

SECTION A - True or False

Please indicate whether the following questions are True or False by marking the first or second bubble on your test answer card for each item. Mark the first bubble to indicate a response of True and mark the second bubble to indicate a response of False.

1. It is efficient to plan one meal at a time.

2. One square of chocolate is equal to two ounces.

3. When broiling in the gas oven, the door is closed.

4. Everyone should get one serving of Vitamin C every other day.

5. One quarter pound of butter is equal to one cup.

6. Freezing does not improve the product.

7. Turn on the oven just before you put in the rolls to bake.

8. High nutritive values are found only in the higher-priced foods.

9. The units on an electric stove are self-cleaning.

10. Eggs should be stored in a cool place.

11. Oil and vinegar are the basic ingredients of French dressing.

12. A complete protein contains citric acid.

13. Salad greens should be washed thoroughly before storing.

14. Use boiling water to hard-cook eggs.

15. Carbohydrates are divided into two kinds, sugar and starch.

16. Most people should not eat raw fruit.

17. Potato salad is a good meat substitute.

18. A glass of milk is an adequate breakfast.

19. A table cover consists of the linen, silverware, chinaware, and glassware to be used by one person.

20. When the fork is not in use, it is placed on the table with tines down.

21. Salt water fish are valuable as a source of iodine.

22. Vitamin D prevents rickets.

23. The starch in vegetables is made more readily digestible by cooking.

24. Bananas should be stored in the refrigerator.

25. In the body, the liver is the chief storehouse for vitamin D.

26. A fork should be used instead of a spoon or a knife whenever possible.

27. Butter contains more fat than lard.

28. Dried fruits lose much nutritive value in the drying process.

29. Dried apricots are an excellent source of iron.

30. It is a good idea to put a pinch of soda in green vegetables when cooking them.

31. Meat is a good source of protein.

32. Rare steaks should be broiled very close to the broiler unit.

33. Wilted greens are all right to buy for cooking.

34. Cabbabe is high in vitamin B.

35. Allow headspace in containers when freezing because food expands at low temperatures.

36. Tomatoes are rich in vitamin C.

37. When freezing vegetables, blanch or scald vegetables to stop enzymatic action.

38. The low-cost cuts of meat have less food value than high-priced ones.

39. Darker greens have more vitamins and minerals.

40. Coffee contains valuable food elements.

SRCTION B - Multiple Choice

Please respond to the following multiple choice items by marking the appropriate bubble on your test answer card for the one best answer for each item.

41. Quick bread uses which of the following as a leavening agent?

a. yeast
b. baking powder
c. water
d. all of these

42. To choose your calories carefully, you should consider your

f. age
g. weight and height
h. activities
j. all of these

43. Milk is scalded when

a. tiny bubbles form around the side of pan and a thin skin forms on the top of the milk
b. it has been heated five minutes
c. bubbles form and break on top of the milk
d. the cream separates and rises to the top of the milk

44. Flour should be sifted before it is measured for which of the following reasons?

f. to fluff the flour
g. to introduce air into the flour
h. to insure accurate measurement
j. all of these

45. The process of adding or restoring nutrients to flour that may have been lost in processing is known as

a. extension
b. amplification
c. restoration
d. enrichment

46. Pasteurizing milk is a process which produces

f. boiled milk
g. milk cooled to 50° F
h. milk heated to 143° F
j. milk with 4% butter fat
k. a type of canned milk

47. A soft dough is prepared in which of the following ways?

a. beaten
b. creamed
c. kneaded
d. whipped

48. The rule to follow in cooking cheese is

f. to cook at low temperature
g. it is cooked when it melts
h. to cook it at a high temperature
j. none of the above

49. Children should include a quart of milk in their daily diet because

a. it helps to build bones and teeth
b. it is a good source of vitamin C
c. it adds needed calories
d. it replaces amino acids

50. Cheese is used as a meat substitute because it

f. has calories
g. contains protein
h. is processed like meat
j. is a concentrated food

51. In the cool-rise method of preparing yeast bread, the dough will rise in

a. a warm place
b. the refrigerator
c. at room temperature
d. a damp place
e. the freezer

52. The purpose of master mix is to

f. prepare a better product
g. save time through preparation
h. prepare sponge cake
j. prepare an omelette

53. Whole milk to which sugar has been added and then half of the water removed is called

a. evaporated milk
b. condensed milk
c. dried milk
d. raw milk

54. Baking pans should not touch other pans, or the sides of the oven because it

f. is harder to remove the pans
g. causes crowding
h. keeps the heat from circulating
j. will injure the oven

55. Which of the following should be cooked with low heat?

a. carbohydrates
b. sugars
c. fats
d. proteins

56. Which of the following cuts of U.S. choice beef is usually cooked with dry heat?

f. boned rump
g. brisket
h. standing rib
j. chuck

57. When washing dishes the most efficient order to follow is

a. silver, glassware, china and pans
b. glassware, silver, china and pans
c. glassware, china, silver and pans
d. glassware, china, pans and silver
e. silver, china, glassware and pans

58. Which of the following dishes must be served as soon as it is cooked?

f. chowder
g. stew
h. creamed beef
j. souffle

59. Which of the following groups of foods are leavening agents?

a. flour, sugar, salt, pepper and baking powder
b. yeast, baking powder, baking soda plus an acid, beaten egg whites and cream of tartar
c. flour, sugar, salt, pepper and yeast
d. yeast, baking powder, sugar, salt and cream of tartar

60. Citrus fruit, tomatoes and cabbage neither look alike nor taste alike but they are all an excellent source of one vitamin. Select this one vitamin from the list below.

f. riboflavin
g. vitamin A
h. vitamin B
j. vitamin C
k. vitamin D

61. Eggs in a baked custard act as which of the following?

a. a stabilizer in emulsions
b. leavening agent
c. thickening agent
d. binding agent

62. Cooking oils originate from

f. vegetables
g. animals
h. fish
j. all of the above

63. Cartoned eggs graded by the U.S. Department of Agriculture are designated as Grade AA, Grade A, Grade B and Grade C. What factor below does not have a bearing on the quality of the egg?

a. condition of shell
b. shape and condition of the yolk
c. color of the shell
d. firmness and clarity of the white

64. What is the most important reason for rinsing spaghetti with warm water after boiling?

f. to remove surface starch
g. to maintain temperature until serving
h. to prevent overcooking
j. to dissolve foam

65. The body uses excess carbohydrates for building

a. muscles
b. blood
c. genes
d. strong teeth
e. fat

66. The less tender cuts of meat can be made more tender by

f. searing the outside of the meat
g. stewing or braising
h. roasting slowly without added water
j. boiling rapidly for a short time
k. adding salt at the beginning of cooking

67. Milk is deficient in which of the following?

a. calcium
b. iron
c. sodium chloride
d. phosphorous

68. Which of the following would destroy the qualities of a good meringue?

f. eggs separated carefully
g. sugar added rapidly
h. egg whites beaten until stiff
j. meringue beaten until it peaks

69. A cup of powdered sugar should be leveled by

a. shaking the cup until the contents are level
b. patting flat with a knife
c. cutting off with a flat-edged instrument
d. packing it down firmly and then leveling it off with a knife

70. The two major classes of bread are

f. white breads and rye breads
g. yeast breads and quick breads
h. rye breads and quick breads
j. white breads and yeast breads

SECTION C - Matching

Please match the words in the left-hand column with the statements in the right-hand column by marking the appropriate bubble on your answer card.

Cheese

71. Roquefort cheese
72. Swiss cheese
73. Cheddar cheese
74. Parmesan cheese

a or f. Cheese sauce or Welsh rarebit
b or g. Spaghetti
c or h. Salad dressing
d or j. Ham sandwich

Salads

75. A salad that is served with the meat course
76. A salad that is used as the major part of the meal
77. A salad served at the beginning of a meal
78. A salad served at the end of the meal

a or f. Appetizer
b or g. Garniture
c or h. Dessert
d or j. Accompaniment

Cooking

79. To simmer in a tightly covered utensil on top the range or oven
80. To cook in a liquid below the boiling point
81. To cook in a heavy hot skillet using only enough to prevent sticking
82. To cook meat or poultry in an oven by dry heat

a or f. Braise
b or g. Roast
c or h. Saute
d or j. Simmer

HOME ECONOMICS TEST

CLOTHING

This is a test of your knowledge of home economics. Be sure you have completed your name card and placed it at the top right-hand side of your desk.

Follow the directions given for each section of the test. Make all your responses by filling in the bubble on your test answer card. Be sure your marks are heavy and black.

SECTION A - True or False

Please indicate whether the following questions are True or False by marking the first or second bubble on your test answer card for each item. Mark the first bubble to indicate a response of True and mark the second bubble to indicate a response of False.

1. The pieces of a pattern should be pressed before laying them on the material.
2. When one is going to make a dress the material should be bought first and then the pattern.
3. Ready-made clothes should be examined to see if they are cut on the grain of the material.
4. Plain colored fabrics and smooth surface tweeds do not wear as long as rough tweeds and novelty weaves.
5. Rayon is often woven with another fiber to increase its durability.
6. To wind the bobbin of the sewing machine, loosen the stop-motion screw on the fly wheel.
7. All makes of patterns have the same markings.
8. The slip stitch is the same as blind hemming.
9. Manufactured fabrics are preshrunk and grain perfect when purchased and are ready to use.
10. Tailor tacking is done by hand.
11. When a strong basting is necessary, the backstitch is used.
12. Grain perfection is one of the fundamental principles of successful sewing.
13. Staystitching is done with the shortest stitch the machine will make.
14. The upper part of the body is the most difficult to fit.

15. When pinning a pattern to fabric, the yet unused portion of fabric is left to hang carefully over the edge of the table.

16. The tension on a machine needs constant adjustment.

17. The rotary hook on the sewing machine is part of the bobbin mechanism.

18. The stitch regulator on the sewing machine is used to back tack.

19. Cotton is a natural fiber.

20. The take up lever on the sewing machine takes up the slack in the fabric.

21. Long-nap fabrics are cut with the nap going down the pattern.

22. The underarm armhole seam is not pressed at all from one notch to the other.

23. The 5/8-inch seam on a collar is not trimmed down until it has been pressed open.

24. If a fabric contains even 10% of a shrinkable fiber and is not labelled preshrunk, it is necessary to preshrink it.

25. A zipper is put in by hand on more expensive clothing items which are made of sheer material.

26. An elementary rule in sewing is to press each seam before making another seam which crosses it.

27. Value means the quality of lightness or darkness of a color.

28. When sewing in a sleeve on the machine, the main part of the garment should be facing up.

29. A rolled edge finish is used for hand-finished hems on sheer fabrics such as crepe, chiffon, batiste, and voile.

30. Even basting should be done on a table while uneven basting is held up in the hand.

SECTION B - Multiple Choice

Please respond to the following multiple choice items by marking the appropriate bubble on your test answer card for the one best answer for each item.

31. A monochromatic color scheme is made up of

a. tints and shades of one color.
b. opposite colors.
c. colors that form a triangle.
d. colors next to each other on the color wheel.

32. Which of the following is the direction in which fabric will stretch the most?

f. lengthwise
g. crosswise
h. in any direction as long as you pull it hard enough.
j. on the bias.

33. Which of the following is the most important in selecting the size of a dress pattern?

a. hip measurement
b. bust measurement
c. waist measurement
d. height measurement

34. Curved lines in garment suggest which of the following?

f. formality
g. gracefulness
h. casualness
j. action (rapid)

35. The lengthwise grain of the material always runs parallel to the

a. design of the material
b. bias
c. crosswise thread
d. selvage

36. Intensity of a color refers to which of the following?

f. brightness or dullness
g. lightness or darkness
h. effect it has on one's mood
j. kind of dye used to make the color

37. Which of the following information is not to be found on the guidesheet?

a. construction directions
b. amount of fabric to buy
c. directions for placing pattern on fabric
d. staystitching suggestions

38. Which of the following is an example of a napped fabric?

f. corduroy
g. silk
h. felt
j. cotton

39. It is important to place the pattern on the straight of the material for which of the following reasons?

a. so it will fit properly
b. so the design will always be straight
c. so it will be easier to cut out
d. so the edges of the fabric will be straight

40. The rotary hook and feed dog should be cleaned with a

f. paper tissue
g. soft piece of cotton fabric
h. cotton ball
j. stiff brush

41. The main reason pinking shears should not be used for cutting out a garment is because

a. they are heavy and hard to handle
b. there is less seam allowance if pinked
c. it is difficult to cut around corners with them
d. using the pinking shears too often has a tendency to dull them

42. Which of the following distances should staystitching be placed from the fabric edge?

f. 5/8 inch
g. 3/8 inch
h. $\frac{1}{2}$ inch
j. $\frac{1}{4}$ inch

43. Teen age, junior misses' and women's pattern sizes differ from one another in

a. body measurements
b. make of the pattern
c. height of the individual
d. age of the person

44. A line of stitching to a point for curved fit is called which of the following?

f. tuck
g. notch
h. dart
j. curve

45. "Preshrinking" material means to

a. wash new material in the washing machine and dry it
b. roll material in a damp sheet
c. press material with a steam iron
d. soak the material in lukewarm water--roll in a towel and hang up to dry

46. A short person would appear taller if she chose a dress that had

f. vertical lines
g. horizontal lines
h. diagonal lines
j. lines with forward movement

47. Alterations of more than 1 inch should be made before the

a. pattern is cut out
b. garment is pinned together
c. garment is basted for fitting
d. garment is sewn for fitting

48. The purpose of the feed dog is to

f. move the needle up and down
g. move the fabric forward
h. move the fabric back
j. keep the bobbin from snarling

49. The machine part which holds material in place is called the

a. presser foot
b. tension
c. feed dog
d. coverplate

50. Which of the following is not woven?

f. seersucker
g. felt
h. flannel
j. muslin
k. crepe

51. The finished edge on a fabric is called

a. miter
b. warp
c. selvage
d. tape
e. weft

52. The lengthwise thread used in the weaving of cloth is called the

f. filling
g. warp
h. pile
j. yarn
k. filament

53. Velvet is an example of the

a. twill weave
b. plain weave
c. leno weave
d. pile weave
e. Jacquard weave

54. The pattern marking which indicates how to place a pattern together is called the

f. seam line
g. margin
h. notch
j. cutting line

55. What might cause loops to appear on the underside of machine stitching

a. The upper tension is too loose and the under too tight
b. The upper tension is too tight and the under too loose
c. The feed dog is not operating
d. The stitch regulator is set incorrectly

56. In replacing a sewing machine needle, the needle should be inserted so that the flat side faces in which of the following directions?

f. at right angles to the threading side
g. toward the threading side
h. away from the threading side
j. it makes no difference.

57. Hue means the same thing as which of the following?

a. the amount of color used
b. the name of a color
c. the lightness or darkness of a color
d. how sunlight shines on and affects a color's appearance

58. Stitching which does not show but holds facings flat is called

f. overcasting
g. understitching
h. stay stitching
j. edgestitching

59. The seam in a firmly woven fabric may quickly and correctly be "finished" by

a. edgestitching
b. turning under
c. pinking
d. trimming with shears

60. To slash means

f. to trim curves
g. to clip curves inward
h. to notch
j. to cut with pinking shears

CRITICAL THINKING AND PROBLEM SOLVING

Home Economics

Please respond to the questions according to the directions given for each major section.

Directions: Read the following paragraph and answer the questions 1 through 12 as indicated.

I. Anne wants to make a new dress for FHA State Convention so that she can wear an "I made it" tag. She bought the last $2\frac{1}{2}$ yard remnant but needs 3 yards for the view she likes best on the pattern she selected. She must make the dress this weekend as she leaves for the convention next week. In studying the pattern again, Anne discovers that another view has an A-line skirt which is perhaps more stylish, and requires only $2\frac{1}{4}$ yards.

A. From the situation above decide if each statement is true, needs more information, or false. Mark your answers on the answer card as follows:
1 - True; 2 - False; 3 - Needs more information

1. Anne has more than enough fabric to sew all views.
2. Anne has enough fabric for one view.
3. The pattern calls for 3 yards of 39" fabric and her fabric is 45" wide.
4. Anne has enough fabric to make a dress.
5. She can buy another remnant of the same fabric.

B. From the information given above, which of the following solutions of the problem are probable, that is, follow or do not follow. Mark your answers on the answer card as follows: 1 - Follows; 2 - Does not follow.

6. Anne decided to use a view requiring $2\frac{1}{4}$ yards.
7. Anne decided to use a view using contrasting fabric.
8. Anne decided to use another pattern.
9. Anne decided to buy another remnant.

C. Which of the following statements should Anne consider in deciding whether to make the view requiring $2\frac{1}{4}$ yards of fabric? Indicate which statements should be important and which should be not important in Anne's situation. Mark your answer on the answer card as follows:
1 - Important; 2 - Not important

10. She needs a new dress and does not have time for further shopping.
11. The dress will be too tight.
12. Her friend Jane likes the first view, because Jane does not like A-line dresses.

II. Directions: Questions 13-19 refer to the four menus shown below. For each statement, blacken the bubble on your answer card for the menu which best fits that description. Assume that everything is prepared from a recipe except the bread in Menu 1.

Menu 1

Hamburger
Mashed Potatoes - Buttered Wax Beans
Grapefruit and Banana Salad
Enriched Bread and Margarine
Rice Pudding
Milk

Menu 2

Smothered Round Steak with Onions
Baked Potatoes, Broccoli w. Ch. Sauce
Banana, Cream Cheese and Nut Salad
Whole Wheat Rolls and Butter
Chocolate Cake
Milk

Menu 3

Glazed Ham Slice
Potatoes au Gratin
Corn on the Cob - Green Beans
Cottage Cheese Salad
Fresh Strawberry Shortcake with
whipped cream
Milk

Menu 4

Pot Roast
Browned Potatoes
Carrots
Tossed Salad
Hot Rolls
Apple Pie
Milk

____ 13. Most colorful
____ 14. Least colorful
____ 15. Least expensive
____ 16. Makes best use of oven
____ 17. Can be cooked entirely on top of range
____ 18. Requires least last minute preparation immediately before putting on the table
____ 19. Has most calories

III. Directions: Read the following paragraph and answer questions 20 through 24 by blackening the bubble that indicates the correct menu.

Your husband calls to tell you he is bringing his boss home to dinner in an hour. Fortunately, you cleaned the house this morning and you are dressed appropriately. All you need to worry about is preparing dinner. You have the following items on hand:

A frozen chicken
Left-over beef roast with gravy
A large can of tuna fish
Potatoes
Macaroni
Rice
Lettuce

Celery
Tomatoes
Onions
Cream of mushroom soup
Cheese

Salad dressing
Frozen peas
Frozen beans
Fresh beans
Package of lemon jello
Bananas
Can of crushed pineapple
Chocolate ice cream
Orange sherbet
Brown-and-serve rolls
Bisquick
Cottage cheese

20. Considering what you have on hand which of the following menus, 1, 2, 3, 4 or 5 is more appropriate for the occasion?
21. Which menu could not be prepared within an hour?
22. Which menu would you be unable to prepare because you do not have the necessary ingredients?
23. Which is a good menu but not appropriate for company such as your husband's boss?
24. Which menu has the least variety in texture?

Menu 1

Sliced Beef in Mushroom Gravy
Mashed Potatoes
Frozen Peas or Beans
Tossed Salad
Brown-and-Serve Rolls
Sherbet with Fruit

Menu 2

Fried Chicken and Rice
Frozen Peas
Gelatin Fruit Salad
Brown-and-Serve Rolls
Chocolate Ice Cream

Menu 3

Roast Beef in Gravy
Macaroni and Cheese
Cottage Cheese and Banana Salad
Biscuits
Orange Sherbet

Menu 4

Tuna Salad
Baked Potato Fresh Green Beans
Biscuits
Sherbet with Fruit

Menu 5

Cream of Mushroom Soup
Broiled Beef Steak Mashed Potatoes
Fresh Green Beans Tossed Salad
Brown-and-Serve Rolls
Sherbet with Fruit

IV. Directions: Read the following paragraphs and answer questions 25 through 30 as indicated.

Ellen was an attractive ash blonde with blue eyes but she was very unhappy. She had an invitation to one of the biggest parties of the year. It was just ten days away and she didn't have a decent dress to wear. Jean, Polly, Helen, and Sara were all getting new dresses for the party. Ellen's mother just did not seem to understand how important it was. All she would say was, "Why, you've a closet full of dresses. Surely there must be something that you can wear." So Ellen made another try by going to her closet and looking at the dresses, one by one. No, the red cotton which she made last year was too tight. Why did it have to shrink so the very first time it was washed? she thought. Then there was the practically new blue silk shantung that she had liked so much when she bought it. But it had lost its crispness in dry cleaning, so now it looked flimsy and unpressed every time she put it on. Ah, the black taffeta - that white dress that she had dyed when it became stained with fruit punch. But it never looked quite right after dyeing.

Ellen knew perfectly well that she didn't deserve a new dress. Her father needed a new suit, and her brother Tommy needed some new clothes for camp. Ellen knew, too, that she had been getting more than her share of the family's budget for clothes in the last few months. However, Ellen cried and her father finally agreed to give her money to buy a new dress.

A. From the information given above and from your previous knowledge, answer the following questions. Mark each of the following statements as true or false by marking your answer card as follows:

1 - True   2 - False

25. All cotton fabric shrinks.
26. If Ellen had read the label on the fabric for the red dress before she purchased it, she might not have bought the material.
27. Shantung fabric is an excellent fabric for a garment that you would wear quite often.
28. Fruit punch will sometimes come out of a garment if it is immediately treated.
29. Since all the other girls are getting new dresses, Ellen has a right to insist on a new dress.
30. It is easy to dye taffeta and have it always look good.

B. Indicate whether each of the following solutions is a good or poor solution to Ellen's problem by marking your answer card as follows:

1 - Good solution   2 - Poor solution

31. Ellen decided to have the dry cleaner add sizing for crispness to the blue silk shantung.
32. Ellen decided to wear the red cotton and hope that no one would notice the tightness.

IV.

33. Ellen decided to buy a new dress for the party.

C. Mark the following statements as important or not important with reference to Ellen's problem by marking your answer card as follows: 1 - Important; 2 - Not important. Should Ellen have a new dress for the party?

34. Yes; because she needs to keep up with the crowd.
35. No; because she has not taken care of her clothes.
36. Yes; because it is easier to get along with her when she has her way.
37. No; because others in the family need clothes.

V. Directions: Read the following paragraphs and answer questions 38 through 41 as indicated.

The Jones family includes Mr. and Mrs. Jones, a daughter of 15, a son of 13 and a relative newcomer to the family, a baby son. The Joneses have lived in Yellow Falls for two years. They have been renting a house but since Mr. Jones will be permanently assigned to the area as an insurance agent, they feel they should buy their own home. Mr. Jones's income is approximately $8,500 per year guaranteed with additional income in sales commissions certain years. However, the family can only depend on the $8,500 per year. Mrs. Jones is very interested in her home and her hobbies are sewing and cooking. The older son and daughter are interested and involved in the usual teen-age activities. Mr. Jones often works at night but is free during the day to work in the yard which is one of his great interests. His second interest is carpentry and woodworking. All of the Joneses seem to enjoy knowing and being with other people.

The Joneses have looked at several houses described as follows:

House 1 has an extra-large living room, dining room, two bedrooms, one bathroom, a well-planned kitchen, small utility room. It has a large well-landscaped lot and the house is situated so that the house could be enlarged if the Joneses wanted to. It is in a neighborhood in which the older children have friends. The price is $16,500.

House 2 has a moderate-size living room, a den, 3 bedrooms, 2 baths, a moderately convenient kitchen that with a few changes could become very convenient. It has a large utility room and a medium-size lot. It is in a convenient neighborhood and most of the people in this neighborhood seem to have interests similar to the Joneses'. Also, the neighborhood has a reputation for being very friendly. It too is priced at $16,500.

House 3 is all the Joneses ever dreamed of owning. It has large and spacious rooms. It includes a living room, den, 4 bedrooms, 2 baths, carport and large utility room, a large lot beautifully landscaped. The neighborhood is a rather exclusive one with many wealthy families. Most of the children in the neighborhood go to private schools. The families are polite to one another but do not seem very friendly. The house is being sold by someone who must sell immediately and has been priced unbelievably low at $18,000.

House 4 seems to have all the best features of Houses 1, 2, and 3, but it is a much older house. It was built about 50 years ago. It has four large bedrooms and one bath. There is a big garage with plenty of space for a workroom. The kitchen is large and comfortable but not modern. The living room and dining room are ideal for entertaining. House 4 has a rather small lot and is in a one-time residential area that has now become a business area. The house is priced at $14,500.

From the description of the Jones family, which of the following statements is true or false? Mark each of the following statements as true or false by marking your answer card as follows: 1 - True, 2 - False.

38. Since House 4 is large and cost the least, it would be the best buy for the Jones family.
39. With a few changes the Jones family would probably be most happy in House 2.
40. House 3 is a great buy and, considering the Jones family's needs and interests, they should decide to buy it.
41. House 1 meets the needs of the Jones family at the moment and, because of the large lot, it can be enlarged as needed.

HOME ECONOMICS SURVEY KEY

Item	Response Weights A	B	C	D	E
1	1	2	3	4	5
2	5	4	3	2	1
3	1	2	3	4	5
4	5	4	3	2	1
5	1	2	3	4	5
6	5	4	3	2	1
7	1	2	3	4	5
8	1	2	3	4	5
9	5	4	3	2	1
10	1	2	3	4	5
11	5	4	3	2	1
12	1	2	3	4	5
13	5	4	3	2	1
14	1	2	3	4	5
15	5	4	3	2	1
16	5	4	3	2	1
17	1	2	3	4	5
18	5	4	3	2	1
19	1	2	3	4	5
20	1	2	3	4	5
21	5	4	3	2	1
22	1	2	3	4	5
23	1	2	3	4	5
24	5	4	3	2	1
25	1	2	3	4	5
26	1	[illegible]	3	4	5
27	1	2	3	4	5
28	5	4	3	2	1
29	1	2	3	4	5
30	5	4	3	2	1
31	5	4	3	2	1
32	1	2	3	4	5
33	1	2	3	4	5
34	5	4	3	2	1
35	1	2	3	4	5
36	5	4	3	2	1
37	1	2	3	4	5
38	5	4	3	2	1
39	5	4	3	2	1
40	1	2	3	4	5
41	5	4	3	2	1
42	5	4	3	2	1
43	1	2	3	4	5
44	5	4	3	2	1
45	1	2	3	4	5

Maximum score = 225

Habits of Study and Expectations Key

1. 1 - 5
3. 1 - 5
5. 1 - 5
7. 1 - 5
8. 5 - 1
9. 5 - 1
12. 5 - 1
14. 5 - 1
16. 1 - 5
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23. 5 - 1
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31. 5 - 1
33. 1 - 5
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37. 5 - 1
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42. 1 - 5
46. 5 - 1
47. 5 - 1
51. 5 - 1
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58. 1 - 5
62. 5 - 1
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97. 1 - 5
99. 1 - 5
101. 1 - 5
102. 5 - 1
112. 1 - 5
114. 1 - 5
116. 1 - 5
119. 5 - 1
120. 1 - 5
122. 1 - 5
123. 3 - 1 - 5 - 2
124. 3 - 1 - 5 - 2
125. 1 - 2 - 2 - 4
126. 3 - 2 - 4 - 1
127. 1 - 2 - 2 - 4
128. 5 - 1 - 3 - 2
129. 2 - 4 - 1 - 2

General Knowledge Key

1. A
2. F
3. A
4. F
5. A
6. F
7. A
8. F
9. A
10. G
11. B
12. F
13. B
14. G
15. B
16. F
17. B
18. F
19. A
20. F
21. A
22. F
23. A
24. G
25. B
26. G
27. B
28. G
29. A
30. G
31. A
32. F
33. A
34. F
35. A
36. F
37. A
38. G
39. A
40. F
41. A
42. F
43. B
44. G
45. A
46. F
47. B
48. F
49. A
50. F
51. A
52. G
53. A
54. F
55. A
56. G
57. B
58. G
59. A
60. G
61. B
62. G
63. B
64. F
65. B
66. G
67. B
68. F
69. B
70. F
71. A
72. F
73. A
74. G
75. B
76. H
77. E
78. H
79. A
80. J
81. A
82. H
83. D
84. H
85. B
86. J
87. A
88. G
89. C
90. K
91. D
92. G
93. C
94. J
95. A
96. K
97. B
98. H
99. A
100. G
101. C
102. K
103. C
104. H
105. B
106. H
107. D
108. H
109. D
110. F

Food Semester Test Key

1. B
2. F
3. A
4. G
5. B
6. F
7. B
8. G
9. A
10. F
11. A
12. G
13. A
14. G
15. A
16. G
17. B
18. G
19. A
20. G
21. A
22. F
23. A
24. G
25. A
26. F
27. B
28. G
29. A
30. G
31. A
32. G
33. A
34. G
35. A
36. F
37. A
38. G
39. A
40. G
41. B
42. J
43. A
44. J
45. D
46. H
47. C
48. F
49. A
50. G
51. E
52. G
53. B
54. H
55. D
56. H
57. B
58. J
59. B
60. J
61. C
62. J
63. C
64. F
65. E
66. G
67. B
68. G
69. C
70. G
71. C
72. J
73. A
74. G
75. D
76. K
77. A
78. H
79. A
80. J
81. C
82. G

Clothing Semester Test Key

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1. A
2. G
3. A
4. G
5. A
6. F
7. B
8. F
9. B
10. F
11. A
12. F
13. B
14. F
15. B
16. G
17. A
18. F
19. A
20. G
21. A
22. F
23. B
24. G
25. A
26. F
27. A
28. G
29. A
30. G
31. A
32. J
33. B
34. G
35. D
36. F
37. B
38. F
39. A
40. K
41. B
42. H
43. A
44. H
45. D
46. F
47. A
48. G
49. A
50. G
51. C
52. G
53. D
54. H
55. B
56. H
57. B
58. G
59. C
60. G

Critical Thinking Key

1. B
2. F
3. C
4. F
5. B
6. F
7. B
8. G
9. B
10. F
11. A
12. G
13. C
14. F
15. A
16. J
17. A
18. F
19. C
20. F
21. B
22. K
23. D
24. H
25. B
26. F
27. B
28. F
29. B
30. G
31. A
32. G
33. B
34. G
35. A
36. G
37. A
38. G
39. A
40. G
41. B

FOOD PREPARATION AND CLOTHING CONSTRUCTION

BROAD OBJECTIVES:

The purpose of the course is to provide and evaluate a curriculum which will:

1. More effectively achieve the home economics objectives.
2. Improve the faculties' and students' attitudes toward home economics.
3. Assist the students in the development of critical thinking through problem solving and independent study.

These objectives will be achieved by:

1. Encouraging students to develop a greater proficiency in the skills of food preparation and clothing construction.
2. Building conceptual understanding in the basic skills needed for homemaking.
3. Encouraging independent study and problem solving.
4. Promoting the carryover of classroom learnings into the home.
5. Making the initial Home Economics Course so interesting and challenging that the students will be eager to take more home economics courses in high school.
6. Using a variety of methods for evaluation of the students' progress toward critical thinking in homemaking.

INDEPENDENT STUDY

Independent Study--To delve in depth in an area of individual choice of interest as an outgrowth of classroom experience. This study might involve one or many of the following:

1. Library
2. Testing
3. Demonstrations
4. Interviews
5. Films
6. Letter writing
7. Commercial sources
8. Reference books
9. Textbooks
10. Experimentation
11. Magazines

GUIDELINES FOR INDEPENDENT STUDY

1. Independent studies should not be structured by the teacher. Once a student expresses an interest in a specific area, the teacher should schedule conference with her.

2. There should be at least one study per semester per student. (One in foods area and one in clothing.)

3. The teacher should write an evaluation of the study on a separate sheet. A sampling of these studies will also be evaluated by the graduate students.

4. A sampling of the independent studies will be sent to the State Department via the County Office.

GENERAL OBJECTIVES--FOOD PREPARATION UNIT

1. To develop the ability to apply the broad concepts of the Basic Four Food Groupings to planning nutritional meals.
2. To develop skills in the selection, use, and care of small and large equipment.
3. To develop the ability to select, buy, and store foods in relation to the intended use and availability of resources.
4. To develop the ability to apply the principles of management to food preparation and meal planning.
5. To understand and be able to apply the principles of food preparation.
6. To develop specific skills and techniques in food preparation.
7. To develop an appreciation of the importance of table settings and service through the mastery of skills and understandings in relation to individual student needs and interests.

BLOCK I

SKILLS TO BE DEVELOPED

I. TO DEVELOP SKILLS IN THE USE OF THE FOLLOWING:

1. Baking sheets and pans
2. Biscuit cutters
3. Blender
4. Double boiler
5. Dry and liquid measuring equipment
6. Electric mixer
7. Flour sifter
8. Grater
9. Grill
10. Pastry blender
11. Pastry brush
12. Rolling pin

II. TO BE ABLE TO:

1. Combine ingredients to desired consistency.
2. Cut in shortening in a flour mixture.
3. Knead dough.
4. Stir ingredients to desired consistency.
5. Grease pans correctly for intended use.
6. Shape yeast dough into attractive rolls and loaves.

III. TO DEVELOP THE ABILITY TO PREPARE:

1. Biscuits both rolled and dropped.
2. Muffins in a variety of ways.
3. Yeast bread in several forms.
4. Puddings with whole, dried, and evaporated milk.
5. Milk beverages such as cocoa.
6. Cheese by melting, grating and grilling.

WEEK #1	LESSON	MATERIAL TO BE COVERED	REFERENCES
1st day	School Orientation Roll Seating Announcements	Individual school orientation to include explanation of skills course	Skills course outline Letters to go home from office
2nd day	Introduction to home economics Introduction to F.H.A. Introduction to home experiences Questionnaire Introduction to independent study	Units to be covered Goals of F.H.A. Membership Requirements for Food Home Project for Course	Home Economics I Curriculum guide Sept. 1965
3rd day	Personal cleanliness as applied to food preparation	Divide classes into kitchen units List laboratory duties for each girl in the unit	Home Economics I Curriculum guide _So You Are Ready To Cook_ p. 20
4th day	Various types of kitchens	Types Unit kitchens 1. the U-shaped kitchen 2. the L-shaped kitchen 3. the two-wall or double wall kitchen 4. the one-wall kitchen In-class reading assignment	_Teen Guide to Home Making_ pp. 245-247
5th day	Equipment in kitchen unit	Placement of equipment in unit Storage of equipment Use of large equipment for department	_Teen Guide to Home Making_ pp. 238-243

WEEK #2	LESSON	MATERIAL TO BE COVERED	REFERENCES
1st day	Storage of food	1. Perishable a. fresh b. frozen 2. Nonperishable a. canned b. packaged c. dried 3. Explanation of foods classified as staple 4. In-class reading assignment	*Teen Guide to Home Making* pp. 294-298 *Food for Better Living* pp. 33-37
2nd day	Demonstration--electric range	Operation and maintenance of the electric range	Florida Power and Light
3rd day	Introduction of basic four food groups	Calories--stress unit of measure Various ways that a good diet is made up three meals a day Variety of foods	Flannel board and colorful pictures to illustrate each group Pamphlet--"Know Your Calories by the Company They Keep"--Dairy Council
4th day	Measuring and master mix by teacher demonstration	Standard equipment for measuring: solids liquids dry ingredients Demonstration--How to measure correctly solids, liquids and dry ingredients Master mix a. cutting in b. sifting c. mixing	*Teen Guide to Home Making* pp. 466-467

Week #2--Continued

WEEK #2	LESSON	MATERIAL TO BE COVERED	REFERENCES
5th day	Student Laboratory: Bread group	Making master mix for storage Basic four food groups Bread and cereal	Teen Guide to Home Making pp. 466-467 "Know your Calories by the Company They Keep"--Dairy Council

WEEK #3	LESSON	MATERIAL TO BE COVERED	REFERENCES
1st day	Teacher demonstration with student aid: Biscuits	1. Making biscuits 2. Term rolled--dropped 3. Standards 4. Skills a. knead b. combine c. stir d. baking	Teen Guide to Home Making pp. 468-469 Standard score-card from Betty Crocker for biscuit
2nd day	Student laboratory Biscuits	Making biscuits 1. a. drop b. rolled c. variation	Teen Guide to Home Making p. 469 Standard score-card from Betty Crocker for biscuit
3rd day	Teacher demonstration with student aid	Making muffins from master mix 1. plain 2. fruit 3. variation of teacher's choice 4. skills to be stressed: a. beating b. greasing pan 5. Standards: uniform shape slightly rounded top good color tender crust even tender good flavor	Teen Guide to Home Making pp. 470-471 Cooking terms Peoples Gas Company Standard score-card from Betty Crocker for muffin

Week #3--Continued

WEEK #3	LESSON	MATERIAL TO BE COVERED	REFERENCES
4th day	Student Laboratory Muffins	Making muffins from master mix and commercial mix 1. a. fruit b. plain 2. Skills to be stressed: a. beating b. greasing pan 3. Standard scorecard	Teen Guide to Home Making pp. 470-471 Standard score card from Betty Crocker for muffin
5th day	Demonstration--Peoples Gas Company	Operation and maintenance of the gas range	Peoples Gas Company

WEEK #4	LESSON	MATERIAL TO BE COVERED	REFERENCES
1st day	Movie on bread Cool-rise method bread	1. "Breakfast U.S.A." 2. Discuss the film 3. Explain cool-rise method for making yeast bread	County film library Educational Service of Robin Hood Flour. 1966 International Milling Company, Inc.
2nd day	Teacher demonstration with student aid for mixing the product	Make up yeast bread Products to be made: 1. Small loaf of bread 2. Dinner rolls 3. Sweet rolls Skills to be stressed: 1. Mixing 2. Brush on 3. Shaping	Standard for evaluation Yeast Bread by Betty Crocker
3rd day	Teacher demonstration continued from yesterday's lesson Baking yeast bread	Standard of evaluation 1. Uniform grain 2. Milk yeast flavor 3. Tender and soft texture 4. Smooth crust, even golden brown 5. Well-rounded and symmetrical 6. Flavor	Betty Crocker scorecard Educational Service of Robin Hood Flour Scorecard 1966 International Milling Company
4th day	Student Laboratory Making up yeast bread	1. Measuring and mixing 2. Blend 3. To dissolve yeast 4. Combining the ingredients 5. Kneading the dough 6. Twenty-minute "rest" 7. Shaping the loaves, etc. 8. Refrigerator rising "over night"	Cool-rise method bread Robin Hood Flour

WEEK #4	LESSON	MATERIAL TO BE COVERED	REFERENCES
5th day	Student Laboratory Baking bread	A. Baking the bread B. Review evaluation bread 1. Standards of products 2. Discussion of various ingredients in products 3. Purposes of various ingredients in product 4. Review of measuring procedures 5. Nutritive value of bread 6. Cost of product C. Cost of various bread products 1. Master mix 2. From scratch 3. From commercial mix D. Home practice at home from class project	Food for Better Living 3rd Edition pp. 50-53, 65-77, 89, 101 by McDermott, Trilling, Nicholas; Lippincott Company

WEEK #5	LESSON	MATERIAL TO BE COVERED	REFERENCES
1st day	Milk and milk cookery	Discussion of why milk is considered a near-perfect food 1. Nutritive value 2. Reading Assignment 3. Discussion of different forms of milk a. Whole milk 1) Pasturized 2) Homogenized 3) Raw 4) Vitamin A b. Evaporated c. Dried d. Condensed 4. Milk cookery a. Temperature of milk 1) Skills a) Using milk as a beverage by use of the blender	*Food for Better Living* 3rd Edition pp. 132-142 *Teen Guide to Home Making* pp. 298-302 *You and Your Food* Ruth B. White Chapt. 3, 4, 5 pp. 33-56
2nd day	Student Laboratory: Milk beverages	Making of milk products as beverages 1. Cocoa 2. Milk and flavoring--using a blender 3. Milk and fruit	
3rd day	Storage of milk	Discussion of storage 1. Refrigeration 2. Uses of milk a. beverages b. ice cream and sherbet c. custards d. cream sauce e. pudding	*Teen Guide to Home Making* pp. 300-302 *You and Your Food* Ruth B. White Chapt. 3

Week #5--Continued

WEEK #5	LESSON	MATERIAL TO BE COVERED	REFERENCES
4th day	Student Laboratory: Pudding	Making of prepared pudding using three types of milk: 1. whole 2. dried 3. evaporated Compare taste of various puddings and calculate costs of each 4. commercial pudding	
5th day	Independent Study	1. Pudding, food value 2. Home practice at home from food lab	Teen Guide to Home Making pp. 299-301

WEEK #6	LESSON	MATERIAL TO BE COVERED	REFERENCES
1st day	Cheese	Discussion of cheese 1. Classes of cheese a. Hard 1) American 2) Cheddar 3) Swiss b. Semi-hard 1) Roquefort 2) Limburger c. Soft 1) Cottage 2) Cheese spread 2. Samples of cheese for taste party	Teen Guide to Home Making pp. 289, 301-2 Food for Better Living by McDermott, Trilling, Nicholas 2nd and 3rd Editions
2nd day	Nutritive value of cheese	A. Sources of cheese 1. Milk from following animals: a. Cow b. Goat c. Reindeer d. Sheep e. Buffalo f. Camel B. Cheese Cookery 1. Temperature 2. Time	Food for Better Living, 2nd and 3rd Edition by McDermott, Trilling, Nicholas Teen Guide to Home Making pp. 55, 289, 292, 302
3rd day	Teacher demonstration:	Skills to be stressed by demonstration: 1. Melted 2. Grated 3. Grilled 4. Cheese sauce--Wesh rarebit	You and Your Foods
4th day	Student Laboratory: Welsh rarebit	Making Welsh rarebit served on toast	You and Your Foods by Ruth White p. 359

Week #6--Continued

WEEK #6	LESSON	MATERIAL TO BE COVERED	REFERENCES
5th day	Evaluation of milk and cheese	1. In what ways are milk and cheese similar? 2. Review the different forms of milk and classes of cheese 3. Are milk and cheese considered a versatile food? If so, why?	

*Teachers will take care of their own bulletin boards.

BLOCK II

SKILLS TO BE DEVELOPED

I. TO DEVELOP SKILLS IN THE USE OF THE FOLLOWING:

1. Blender
2. Broiler
3. Colander
4. Cooking utensils
5. Double boiler
6. Egg poacher
7. Electric can opener
8. Electric skillet
9. Paring knife
10. Peeler

II. TO BE ABLE TO:

1. Set a table attractively.
2. Shop wisely for eggs, meat, vegetables, fruit and salad makings.
3. Plan and carry out a well-balanced breakfast laboratory.
4. Plan and carry out a well-balanced and attractive salad luncheon laboratory.
5. Apply factual knowledge to home experiences and in-class labs.

III. TO DEVELOP THE ABILITY TO PREPARE:

1. Eggs in various ways: scrambled, poached, fried, soft and hard cooked.
2. Several breakfast meats.
3. Meat, such as ham, steak, and hamburger.
4. Fresh, frozen, and canned vegetables.
5. White sauce.
6. Dried fruit.
7. Citrus fruit to be served in various ways.
8. Tossed salads and a variety of garnishes.
9. Molded salads.

WEEK #7	LESSON	MATERIAL TO BE COVERED	REFERENCES
1st day	In-class reading assignment: Eggs	Nutrition of eggs Nutrition of meat Protein needs of body Guides for buying eggs Principles of egg cookery Eggs as the principle ingredient Eggs as useful ingredient	*Food for Better Living* pp. 294-310
2nd day	Student demonstration: Protein Special assignment to be completed at home	Test for Protein Suggested class activity: No. 2 "Good Egg" is a slang phrase meaning a person who is honest, dependable, and good-natured. Explain how this meaning might have been based on the nutritive value of eggs.	See Appendix *Food for Better Living*, p. 298 No. 2
3rd day	Class discussion: Eggs--Exhibit 1. in carton 2. out of carton 3. out of shell	Marketing for eggs Grades of eggs Sizes of eggs Storage of eggs	*Food for Better Living* pp. 299-302
4th day	Class discussion: Eggs	Five uses of eggs as useful ingredient are: 1. thickening agent 2. flavor and color 3. binding agent 4. stabilizer in emulsion 5. leavening agent	*Food for Better Living*, p. 304
	Student demonstration: Eggs	Egg cookery 1. Fried egg 2. Poached egg 3. Puffy egg omelette	

Week #7--Continued

WEEK #7	LESSON	MATERIAL TO BE COVERED	REFERENCES
5th day	Demonstration by Hope Mead	Preparation of "Fluffy French Toast" Techniques to be stressed: 1. separating eggs 2. beating egg whites stiffly 3. folding in	"Cook Book" by Peoples Gas Co., p. 3

WEEK #8	LESSON	MATERIAL TO BE COVERED	REFERENCES
1st day	Introduction to breakfast pattern	Suggested pattern: Fruit juice Egg product Breakfast meat Bread product Beverage	
	Menu making	Variety in: 1. flavor 2. color 3. texture 4. form 5. temperature Evaluate mock menus to emphasize the importance of having variety in a meal.	See Appendix for mock menus to evaluate in class
2nd day	Explanation of group work	Divide class into groups for planning breakfast lab: 1. menu 2. recipes 3. time schedule 4. breakdown of duties 5. grocery order	See Appendix for structural planning and evaluating form
	Exhibit	Simple place settings	
3rd day	Table setting	Have students recreate exhibited place settings and discuss them to develop better understanding.	So You Are Ready To Cook, Duffie
	Service	Suggested service for breakfast lab is plate service. Illustrate its efficiency and usefulness for a breakfast meal.	
	Centerpiece	Give suggestions for suitable centerpiece for breakfast lab. Point up its importance in making the table and meal more attractive.	

Week #8--Continued

WEEK #8	LESSON	MATERIAL TO BE COVERED	REFERENCES
4th day	Teacher demonstration: Breakfast	Preparation of a breakfast: 1. scrambled eggs (possibly with cheese 2. sausage 3. bacon 4. coffee--emphasize proportions and correct grind for method	
5th day	Student laboratory: Breakfast	Prepare and serve a breakfast	

WEEK #9	LESSON	MATERIAL TO BE COVERED	REFERENCES
1st day	Teacher quiz Written group evaluation of breakfast lab	Egg and protein cookery Planning, preparing, and serving a breakfast	Food for Better Living pp. 294-295 Evaluation form Appendix
2nd day	Demonstration by Dottie Mims or Robbie Woods	Preparation of Broiler meal using ham steak Principles of meat and vegetable cookery using broiler.	Cookbook by Florida Power and Light Co.
3rd day	Preparation for broiler meal lab	Plan meal Market order Plan for service	Cookbook by Florida Power and Light Co.
4th day	Cooking Lab	Broiler meal Hamburger and canned vegetables	Cookbook by Florida Power and Light Co.
5th day	Written evaluation Reading assignment	Meal prepared in lab Green and yellow vegetables	Food for Better Living pp. 269-286

WEEK #10	LESSON	MATERIAL TO BE COVERED	REFERENCES
1st day	Nutrition of fruits and vegetables	Vitamin A Ascorbic acid Dietary needs Ways to meet needs in meal planning	Food for Better Living pp. 269
2nd day	Marketing and storage of vegetables	Exhibit a variety of fresh vegetables Have girls identify vegetables Discussion Retest their ability to identify after discussion Store exhibited vegetables	Teen Guide to Home Making
3rd day	Demonstration by Dottie Mims or Robbie Woods	Vegetable cookery: Method of preparing canned and frozen vegetables in an attractive and interesting way Freezing vegetables	Florida Power and Light Co. Booklet on freezing
4th day	Demonstrations: Vegetable cookery	Review points covered from previous day Student demonstration on the effects of overcooking vegetable using frozen broccoli spears Class discussion and evaluation of products	Curriculum Guide for Home Economics I--Foods Unit p. 80
5th day	Demonstration: Vegetables	Stuffed baked squash and white sauce for creaming vegetables	Recipes found in Appendix

WEEK #11	LESSON	MATERIAL TO BE COVERED	REFERENCES
1st day	Plan for vegetable laboratory	Students write up recipes for their vegetable dish to be prepared Market order Buffet service--Discuss and demonstrate	Food for Better Living pp 503-508 How You Plan and Prepare Your Meals pp. 18-29
2nd day	Vegetables: Informal buffet service	Creamed cauliflower Buttered carrots Baked stuffed squash Evaluate lab	Recipes found in Appendix
3rd day	Exhibit: Citrus Demonstration: Citrus	Citrus and other fruits Have students identify exhibited fruits Sectioning Citrus	
4th day	Student Laboratory: Fruit	Baked apples Prepare stewed prunes for sampling tomorrow	Recipes found in Appendix
5th day	Student Laboratory: Fruit	Broiled grapefruit Serve chilled prunes Evaluate fruits prepared in class	Recipes found in Appendix

WEEK #12	LESSON	MATERIAL TO BE COVERED	REFERENCES
1st day	Introduce Salads	Students take notes over filmstrip using study guide Display salad greens for students' appreciation	Filmstrip "Song of the Salad" Study guide in Appendix
2nd day	Teacher demonstration: Salads Student demonstration: Garnishing	Tossed salad 1. handling greens 2. washing and drying greens Garnitures--dress up prepared tossed salad	
3rd day	Plan luncheon Laboratory	Suggested pattern: Main Dish Bread product Beverage Students determine: Menu Recipes to use Service Time schedule Market order	See Appendix for structural planning and evaluating form
4th day	Laboratory: Luncheon	Preparation and service of luncheon	
5th day	Progress Exam Evaluation	To cover all material in the second block Luncheon Laboratory (with time remaining)	

BLOCK III

SKILLS TO BE DEVELOPED

I. IN THE USE OF THE FOLLOWING EQUIPMENT:

1. Baking pans and sheets
2. Broiler
3. Cookie cutter
4. Cookie press
5. Double boiler
6. Electric mixer
7. Pastry brush
8. Pressure cooker
9. Rolling pin

II. IN THE ABILITY TO:

1. Identify consistencies of batter
2. Identify different cuts of meat
3. Mold cookies by hand

III. IN THE PREPARATION OF:

1. A variety of cookies
2. Angel food cake from a mix
3. Seven-minute frosting
4. Pastry for fruit tarts

Block III--Continued

III.

5. Meringue
6. Less-tender cuts of meat using a moist-heat method
7. Tender cuts of meat using a dry-heat method
8. Variety of one-dish meals

WEEK #13	LESSON	MATERIAL TO BE COVERED	REFERENCES
1st day	On the board, list the names of as many foods that are appropriate for desserts as you can.	Classify: cakes pies cookies custards pudding gelatin cobblers tarts turnovers Plan for cookie lab from master mix Characteristics of cookies	Variation of cookies Teen Guide for Home Making pp. 324-327
2nd day	Demonstration: Cookies	Drop cookies Chocolate chip Oatmeal Evaluation sheet for cookies	
3rd day	Laboratory: Cookies	Each kitchen prepares a different type of cookie (see variation of cookies from Monday). rolled pressed refrigerated layer sheet molded filled Identify consistency of different types of batter Use of cookie press Use of rolling pin	Discuss storage of cookies from Teen Guide to Home Making p. 325
4th day	Laboratory: Cookies	Sample cookie products Evaluate cookies using evaluation sheet for cookies	
5th day	Demonstration: Angel Food Cake (use box mix)	Stiffly beaten egg whites Fold-in process Storage of cake	

WEEK #14	LESSON	MATERIAL TO BE COVERED	REFERENCES
1st day	Demonstration: Frost cake with seven-minute frosting Plan lab for lemon meringue pie with graham cracker crust	Show use of candy thermometer Evaluate frosting using frosting evaluation sheets	Teen Guide to Home Making p. 497 Party Planning for pies--Martha Logan
2nd day	Student laboratory: Pie	Students prepare piecrust and filling Store overnight	
3rd day	Serve pie to students Plan laboratory lesson for fruit tarts: 1. pastry 2. thickening of fruit for filling	Evaluation of pie with evaluation sheets	Betty Crocker evaluation sheet for pie and fruit filling
4th day	Student laboratory: Tarts	Students prepare fruit tart shells using muffin tins for tart shells	Teen Guide to Home Making
5th day	Student laboratory: Tarts	Make fillings--serve and evaluate, using sheet for pies	Betty Crocker evaluation sheet

WEEK #15	LESSON	MATERIAL TO BE COVERED	REFERENCES
1st day	Lecture	Cuts of meats--beef, veal, pork, lamb Best buys of meat Classification	How You Plan and Prepare Meals pp. 264-283 Charts: Martha Logan National Livestock
2nd day	In-class study using study guide attached	More tender cuts of meat Methods of cooking less tender cuts of meat	Food for Better Living pp. 311-322 330-336
3rd day	Demonstration: Meats	Dry heat method Moist heat method Use of meat thermometer	Charts: Martha Logan National Livestock
4th day	Study guide	Poultry 1. buying 2. preparation--"Chicken for dinner"	Food for Better Living pp. 356-360 How You Plan and Prepare Meals pp. 284-300
5th day	In-class study guide	Fish 1. buying 2. preparation--"Fish for your protein dish"	Food for Better Living pp. 346-349

Teacher elects demonstration on poultry or fish

Pressure cooker--chicken; steaming and broiling--fish

WEEK #17	LESSON	MATERIAL TO BE COVERED	REFERENCES
1st day	Class study	One-dish meals Pass out recipe for Swedish meatballs	Food for Better Living pp. 143-146 Appendix
2nd day	Student laboratory: Swedish meatballs	Discuss similar products Suggest serving with simple salad and beverage	
3rd day	Student laboratory: Serve meatballs	Serve and evaluate	Evaluation sheet on Appendix
4th day	Student laboratory: Pizza	Pizza using master mix Teacher can prepare spaghetti sauce	Peoples Gas Company Cookbook for the Young at Heart p. 8
5th day	Teacher-student lecture discussion	Dinner patterns Dinner menus	How You Plan and Prepare Meals--Carson and Ramos

WEEK #18	LESSON	MATERIAL TO BE COVERED	REFERENCES
1st day	Planning dinner	Each kitchen choose a dinner pattern and fill out laboratory sheets for shopping, equipment, etc.	Appendix
2nd day	Laboratory: Dinner preparation	Pre-preparation of dinner lab	
3rd day	Student laboratory: Dinner	Serve--clean laboratory	
4th day	Discussion	Evaluation, using evaluation sheet	
5th day		Progress test	

GENERAL OBJECTIVES -- CLOTHING CONSTRUCTION

1. To develop an appreciation for the enjoyment of sewing.
2. To develop poise and self-confidence through the knowledge of appropriate and becoming dress.
3. To develop respect for good equipment and its proper use and maintenance.
4. To learn factual knowledge concerning textiles which may be applied to the buying of fabrics for clothing construction or to the selection of ready-made garments.
5. To apply the quality standards learned through clothing construction to the selection of ready-made garments.
6. To master specific skills in clothing construction.

CLOTHING CONSTRUCTION PROJECTS

I. BASIC DRESS

- A. One-Piece Dress, (to be completed by the twelfth week)
- B. Skills to be Mastered:
  1. Altering a pattern
  2. Laying and cutting out a pattern
  3. Marking a pattern
  4. Operation of sewing machine
  5. Stay-stitching
  6. Seam finishes
  7. Darts and pressing
  8. Zipper application
  9. Facings
  10. Fitting
  11. Hemming
  12. Fasteners

II. SUIT OR SPORTS OUTFIT

- A. Two-Piece Garment, (to be completed by the eighteenth week)
- B. Skills to be Mastered in Addition to those Skills Mastered on the Basic Dress
  1. Waistband
  2. Buttonholes
  3. Collar
  4. Sleeves

(optional for less skilled students)

III. BETTER DRESS (for more skilled students)

A. Suggested Additional Skills

1. More complicated pattern altering
2. Lining
3. Handling more difficult fabric
4. Bias strips
5. Bias binding, cording, piping
6. Simple tailoring
7. Different kinds of sleeves

CLOTHING CONSTRUCTION OUTLINE

1	2	3	4	5	6
Orientation Equipment Grooming Personal cleanliness Posture Factual Knowledge Pretest	Measurements and Pattern Types Line and Design Pattern Selection Skill Pretest	Introduction of hand sewing techniques Sewing machine Operation Care	Introduce Industry and Science of Textiles Fabric finishes & labels Steps of making cloth--natural synthetic fibers	Study Pattern Envelope Buy Material & Notions Preparation of pattern	Pattern Alteration Preparation of Material

7	8	9	10	11	12
Laying out pattern Cutting out pattern Marking pattern	Stay Stitching Darts Pressing	Preparation of back seam Zipper application	Attach shoulder allowance Facings Understitching	Fitting side seams Sewing side seams Finishing seams	Hemming Fasteners Completion of first project

13	14	15	16	17	18
	Second--Clothing Construction Project 2-Piece Outfit				Factual Knowledge Posttest Skill Posttest

I. CLOTHING UNIT

Lesson	Material To Be Covered	References
1. School orientation roll, seating, announcements		Individual "School Handbook"
2. Introduction to Economics Introduction to FHA Introduction to Home Experiences	Units to be covered Goals of FHA, membership explanation, requirements	Curriculum Guide I Co. Broward State FHA Handbook
3. Pretest on Factual Knowledge	Questionnaire on student background in the field of clothing	Curriculum Guide I pp. 42-43
4. Discussion: equipment by each student for sewing class Improving your personal appearance through grooming	Use of each piece of equipment Quality to look for in purchase of equipment How to organize work box The care you give for personal grooming Establishing daily & weekly routines	Text book - Teen Guide to Homemaking Chapter 3
5. Cleanliness	Daily bath Deodorants Other needs for cleanliness	
Good posture	The relationship of good posture to a person's figure, to the appearance of her clothes, and to her health	Text book - Teen Guide to Homemaking Chapter 3

Week #2 Clothing

Lesson	Material To Be Covered	References
1. Pretest on Skill Development		
2. Line	a. The effect of each type of line on the individual figure b. Illusion each type of line creates: Vertical Horizontal Diagonal Curved	McCalls' Representative, Mrs. Dottie Minter
3. Color	Color: hue value--shades & tints intensity primary colors secondary colors intermediate colors Related harmonies: monochromatic analogous adjacent Contrasting harmonies: complementary split-complementary triad accented neutral "tricky" combinations Cool colors Warm colors Use color bibs for girls to try on.	Teen Guide to Homemaking Barclay & Champion pp. 71, 72, 76, 85, 110, 111, 118, 119, 121, 215, 217 Guide to Modern Clothing by Sturm, Grieser pp. 49-59

Week #2 Clothing (Cont'd)

Lesson	Material To Be Covered	References
4. Taking Measurements	Measure yourself with the assistance of a partner: Bust Waist Hip Back waist length Height Determine figure type. Use charts-silhouettes. Use bodice shells for girls to try on. Each girl should be typed and sized.	Teen Guide to Homemaking pp. 126-127, 129
5. Pattern Selection	Display patterns students may choose from. Each student is to select a pattern that is available in her size and pattern type. Have girls write on "why I selected this pattern." Apply learnings in line and design to pattern selection.	McCalls & Simplicity Pattern Books
Teacher Quiz Ordering patterns	Covering first 2 weeks of material It's suggested that the teacher order patterns to avoid a run on a particular style or size in any one store.	

Week #3 Sewing Skills

Lesson	Material To Be Covered	References
1. Teacher-Student Demonstration	1. How to thread a hand needle correctly 2. How to knot the thread 3. How to use a seam gauge 4. How to make or cut a seam gauge 5. The position of the needle--right hand. Left hand persons should look in mirror. 6. Practice by students	Teen Guide to Home making p. 264
2. Teacher-Student Demonstration Use overhead projector	Students will begin doing their hand stitches. Basting 1. Even 2. Uneven 3. Diagonal 4. Slip *Fancy hand or embroidery stitches may be done if time allows. Suggestions: 1. chain 2. outline 3. button hole stitch 4. satin stitch 5. French knot	Fashion Sewing by the Bishop Method
3. Teacher-Student Demonstrations Use overhead projector	Samples of permanent stitches: 1. hemming a. slant b. vertical c. slip d. catch e. invisible f. slip stitching	Teen Guide to Homemaking pp. 113, 114

Week #3 Sewing Skills (Cont'd)

Lesson	Material To Be Covered	References
4. Teacher Demonstration Lecture	The sewing machine: 1. Parts 2. Threading the machine This includes bobbin 3. Care of machine 4. Student practice	Teen Guide to Homemaking The Singer Company The Elna Company Domestic Sewing Co., 2977 W. Broward Blvd. Ft. Lauderdale, Fla.
5. Teacher Demonstration Lecture Use overhead projector	Practice seams on sewing machine: 1. 5/8 seams 2. 3/8 seams Seam finishes: 1. plain 2. plain-pinked 3. machine finishes	

Week #4 Clothing

Lesson	Material To Be Covered	References
1. Introduce industry and science of textiles	Consider major categories of fibers: natural transitional synthetic Consider generic families under each and their chemical and physical properties	J. C. Penny's filmstrip series "Understanding Today's Textiles" Part I see appendix pp for study guide to use
2. Finish filmstrip	Immerse cotton, wool & dacron in three separate pyrex-casseroles of water. Compare the hydrophilic & hydrophobic characteristics of each cotton--hydrophilic wool--less hydrophilic dacron--hydrophobic	Same
3. Fabric finishes and labels	Consider and experiment with the following finishes: Sanforizing Mercerizing Water repellence Crease resistance Scotch-guard for spot and soil resistance Koratron Perma Press	Teen Guide to Homemaking Barclay & Champion McGraw-Hill, 1961 pp. 74-76 Guide to Modern Clothing pp. 101-106

Week #4 Clothing (Cont'd)

Lesson	Material To Be Covered	References
4. Steps in making cloth	Natural: fiber--yarn--fabric Synthetic: fluid--filament (or staples)--yarn--fabric Yarns are interlaced to become cloth Possible illustration - Small loom to illustrate weaving on the principle of making pot holder	Guide to Modern Clothing p. 86
5. Textile film and discussion	Discuss film and recap textile information. Give suggestions for applying knowledge not only in class but in the home as well	Film from Cotton Council--Cotton from Fiber to Fabric

Week #5 Clothing

Lesson	Material To Be Covered	References
1. Information on pattern envelope Price of fabric interfacings	Information: 1. View 2. Width of fabric 3. Size 4. Kind of fabric 5. Yardage chart 6. Notions Exhibit of Notions Fiber content and pattern design	Lewis, Browers, Lettunen, Clothing Construction and Wardrobe Planning pp. 162-173 pp. 60-88 Champion, Barclay Teen Guide to Homemaking pp. 124-149
2. Use of Guide Sheet Preparation of pattern	Information: 1. View & cutting layout 2. Width of fabric & cutting layout 3. Identification of pattern pieces 4. Cutting notes 5. Step-by-step construction Pressing Name of each piece	Champion, Barclay Teen Guide to Homemaking, pp. 124-129, 132-137 Beck Custom Tailoring for Homemakers Ch. 3
3. Construction Symbols Demonstration: Pattern fitting & alterations Methods of alterations	Use overhead projector 1. Notches 2. Darts 3. Seam lines 4. Lengthening & shortening line Pin pattern together Check: 1. Length Shoulder to waist Waist to hem Sleeve length 2. Dart placement 3. Neck fit 4. Hip fit Use overhead projector Lengthening Spreading Changing dart position	Champion, Barclay Teen Guide to Homemaking pp. 109-123 Sturm, Grieser Guide to Modern Clothing pp. 357-385

Week #5 Clothing (Cont'd)

Lesson	Material To Be Covered	References
4. Pattern preparation, fitting and alterations	Student activity Carry out demonstration	
5. Demonstration Preparation of fabric for construction	1. Review grain line & method of weaving 2. Straightening a piece of cloth that has been torn from bolt 3. Straightening piece that has been cut from bolt 4. Perma-Press and other finishes 5. Pre-shrinking 6. Student activity	Champion, Barclay Teen Guide to Homemaking pp. 109-123 Sturm, Grieser Guide to Modern Clothing pp. 324-326

Week #6 Clothing

Lesson	Material To Be Covered	References
1. Placement Symbols Demonstration: Placing pattern on fabric. Method of pinning	1. Use of overhead projector or exhibit of different pattern companies 2. Compare different symbols from different pattern companies 3. Placement symbols Fold lines Selvage Grain line Cutting line 1. Following the guide 2. Pinning grain line 3. Perpendicular pinning	Sturm, Grieser Guide to Modern Clothing pp. 337-343
2. Placing pattern on fabric	Student activity	
3. Demonstration: Cutting the garment	1. Precision 2. Rules for cutting	Sturm, Grieser Guide to Modern Clothing, pp.344-345
4. Cutting the garment	Student activity	
5. County Testing		

Week #7 Clothing

Lesson	Material To Be Covered	References
1. Plan for Independent Study Home Projects	Finish cutting garment. Library for those who have finished	Library Exploration
Demonstration 2. Review construction markings Methods of Marking: 1. Tracing wheel 2. Tailor tack 3. Tailor's chalk Reasons for choice of marking	Student Activity Mark garments	Sturm, Grieser Guide to Modern Clothing, pp.346-348 Barclay, Champion Teen Guide to Homemaking, p. 136
3. Discussion Unit method of Construction Terms in Unit Method of Construction	Overhead Projector Chart on steps of unit construction Student Activity Complete marking of garment	Sturm, Grieser Guide to Modern Clothing, p. 221 p. 224
4. Demonstration Staystitching Review of sewing machine	1. Review meaning of grain 2. Directional staystitching 3. Definition of staystitching 1. Close to seam line 2. Within seam allowance 3. Single thickness of fabric 4. Matching thread 5. Regular tension and length of stitch 4. When to staystitch	Sturm, Grieser Guide to Modern Clothing, p. 226, 254 Barclay, Champion Teen Guide to Homemaking, p. 140
5.	Student Activity Staystitch	

Week #8 Clothing

Lesson	Material To Be Covered	References
1. Demonstration Pinning and sewing darts	Student Activity Continue staystitching Begin dart stitching	Barclay, Champion Teen Guide to Homemaking, p. 142 Sturm, Grieser Guide to Modern Clothing, p. 400
2. Demonstration Pressing techniques	1. Use of steam iron 2. Precautions in use 3. Care of iron 4. Importance of pressing as you go 5. Pressing darts Student Activity Continue dart stitching	Sturm, Grieser Guide to Modern Clothing, Ch. 11 Barclay, Champion Teen Guide to Homeing, p. 137
3. Demonstration Seams & seam finishes Machine basting	1. Seam allowance 2. Directional stitching 3. Plain seams 4. Seam finishes Use overhead projector Student Activity Complete dart stitching	Sturm, Grieser Guide to Modern Clothing, p. 263
4. Demonstration Preparation of back seam allowance for zipper application	Student Activity Stitch back seam	See Appendix
5. Demonstration Zipper application	1. Emphasize need at top for hook and eye room 2. Show samples of each step 3. Pass out copies of "Zipper Reference File" Student Activity Continue stitching of back seams	Talon's Zipper Reference File

Week #9 Clothing

Lesson	Material To Be Covered	References
1.	Student Activity Zipper application	
2. Demonstration Seam finishes	Finishing seams on the automatic sewing machine Student Activity Zipper application	Machine Manual
3. Demonstration Removing machine basting Shoulder seams	Student Activity Zipper application Seam stitching Easing	Sturm, Grieser *Guide to Modern Clothing*, pp. 404-405
4. Demonstration Facings	Preparation of facings: 1. Staystitch 2. Seam 3. Clean-finish Student Activity Finish shoulder seams Begin preparation of facings	Sturm, Grieser *Guide to Modern Clothing*, p. 409
5. Demonstration Facings	Application of facing: 1. Pinning 2. Clipping to stay-stitching 3. Stitching Student Activity Finish preparation of facings Begin application of facings	Sturm, Grieser *Guide to Modern Clothing*, pp. 409-410

Week #10 Clothing

Lesson	Material To Be Covered	References
1. Demonstration Facings	Finishing the facing: 1. Trimming 2. Clipping 3. Grading if necessary 4. Pressing 5. Understitching 6. Securing zipper tapes 7. Pressing again 8. Tacking	Sturm, Grieser Guide to Modern Clothing, p. 410
2.	Student Activity Continue facing application	
3. Review Facing application	Student Activity Continue facing application	
4. Demonstration Side seams	1. Fitting 2. Directional stitching 3. Machine basting 4. Stitching Student Activity Stitch side seams Finishing side seams	
5.	Student Activity Stitching and finishing side seams	

Week #11 Clothing

Lesson	Material To Be Covered	References
1. Demonstration Hems	Preparation for hemming: 1. Length of skirt 2. Width of hem 3. Leveling hem Marking Trimming Turning Pinning 4. Staystitching Student Activity Side seams Begin hem preparation	Sturm, Grieser Guide to Modern Clothing, pp. 428-429
2. Demonstration Hems	Machine hemming 1. On regular machine 2. On automatic machine Student Activity Hem preparation	
3. Demonstration Hems	Hand hemming: 1. Vertical 2. Slant 3. Slip 4. Catch Student Activity Hem preparation Practice hemming stitches	Sturm, Grieser Guide to Modern Clothing, p. 278
4. Second Project	Consult individually with students who have finished garment Student Activity Hems	
5. Demonstration Pressing	Final pressing of garment Evaluation forms Individual consultations Student Activity Complete garment	

Week #12 Clothing

Lesson	Material To Be Covered	References
1. Demonstration Fasteners	Hooks and eyes Thread loops Snaps Student Activity Hems Fasteners	Sturm, Greiser Guide to Modern Clothing, pp. 278-283
2. Evaluation of Project	Student Evaluation Teacher Evaluation	
3. Test	Clothing Construction Techniques	
4. Synthetics	Rayon & Acetates 1. Process of making 2. Differences between rayon & acetates 3. Physical & chemical characteristics 4. Appeal of rayon & acetates	Wingate Textile Fabrics and Their Selection pp. 328-351 (Mrs. Ray)
5. Newer Man-made Fibers	1. Nylon 2. Acrylic 3. Modacrylic 4. Polyester 5. Olefin 6. Others 1. Physical & chemical characteristics 2. Appeal	Wingate Textile Fabrics and Their Selection pp. 356-383 (Mrs. Ray)

Week #13 Clothing

Lesson	Material To Be Covered	References
1. Man-made Fibers	Care of man-made fabrics 1. Hand washing 2. Machine washing 3. Stain removal 4. Drying 5. Pressing 6. Dry cleaning	Lyle The Clothes We Wear Wingate Textile Fabrics and Their Selection pp. 391-414
2. Selection of Second Project Individual Conferences	1. Mastery of skills is objective. If student has not mastered primary techniques, she should choose simple garment emphasizing same techniques. 2. Three-piece sports outfit 1. Shorts, slacks, blouse 2. Skirt, slacks, blouse 3. Skirt, blouse, jacket 4. Similar project (for advanced students)	Fashion Catalogs
3. Selection of Fabric for Project	1. Student who has not mastered primary techniques should make second project out of cotton. 2. Advanced students should choose synthetic fabric or combination of fibers in fabric.	Sunshine Fabric Co. Mr. Salenger Mrs. Stevens
4. Review Preparation of Fabric Alteration of Pattern	Student Activity Prepare pattern Alter pattern if necessary	

Week #13 Clothing (Cont'd)

Lesson	Material To Be Covered	References
5. Review Preparation of Fabric Placement of pattern on fabric	Student Activity Place pattern on material	

Week #14 Clothing

Lesson	Material To Be Covered	References
1. Review methods of marking Staystitching	Student Activity Cut pattern, mark, staystitch	
2. Demonstration Variations of plain seams	Curved, top stitched, slot, lapped, welt, corded mock French seams Student Activity Finish cutting, marking, staystitching Samples of seam variations	Sturm, Grieser Guide to Modern Clothing, pp. 264-266
3. Review zipper application	Student Activity Continue clothing project	
4. Demonstration Enclosed seams	French, flat felled seams Student Activity Continue clothing project Samples of enclosed seams	Sturm, Grieser Guide to Modern Clothing, pp. 267-268
5. Test	Textiles	

Week #15 Clothing

Lesson	Material To Be Covered	References
1. Demonstration Sleeve	Types of sleeves Setting in a sleeve Staystitching Underarm seams Finishing lower edge Ease Pinning sleeve in armhole Stitching sleeve	Sturm, Grieser Guide to Modern Clothing pp. 516-517 476-478 555-556 492-498
2.	Student Activity Continue project	
3. Demonstration Waist band	Pinning Adjusting fullness Machine basting Stitching Closing ends Interfacing	Sturm, Grieser Guide to Modern Clothing, pp. 439-441
4.	Student Activity Continue project	
5. Demonstration Collar	Review facing application Interfacing Types of collars: Folded, round end, straight end, two pieces Application of collar: Stitching Closing ends Finishing	Sturm, Grieser Guide to Modern Clothing, pp. 407-408, 490-491

Week #16 Clothing

Lesson	Material To Be Covered	References
1. Discussion Third Project	Since teaching is for mastery of techniques, the third project is for those girls who show much skill and aptitude. Individual consultations Student Activity Continue with project	
2. Discussion Natural Fibers	Wool 1. Source and history 2. Kinds of wool 3. Wool labels 4. Characteristics of wool 5. Care of wool 6. Appeal of wool to consumers	Wingate Textile Fabrics and Their Selection pp. 292-324
3. Discussion Silk	1. Source and history 2. Characteristics 3. Kinds of silk 4. Care of silk 5. Labels on silk 6. Appeal of silk to consumers	Wingate Textile Fabrics and Their Selection pp. 270-289
4. Discussion Linen	1. Flax production 2. Characteristics 3. Labeling 4. Care of linen 5. Appeal of linen to consumers	Wingate Textile Fabrics and Their Selection pp. 248-266
5. Evaluation	Second Project	

Week #17 Clothing

Lesson	Material To Be Covered	References
1. Test	Natural fibers	
2. Demonstration Lining	Reasons for lining Lining a skirt Student Activity Project 2 or 3 depending on skill	Sturm, Grieser Guide to Modern Clothing, pp. 438-439
3. Exhibit Lining fabrics Demonstration Lining a dress	Matching lining to garment 1. Fiber 2. Washability 3. Color 4. Weight Student Activity Continue project	Sunshine Fabric Co. Sturm, Grieser Guide to Modern Clothing, p. 319
4. Demonstration Bias strips	Cutting and joining Cording Piping Binding	Sturm, Grieser Guide to Modern Clothing, pp. 268-269
5.	Student Activity Complete project	

Week #18 Clothing

Lesson	Material To Be Covered	References
1. Preparation for Fashion Show	Modeling Background Commentating	Jordan Marsh Teen Board - Miss Graham Saks Fifth Avenue Store - Miss McLaury John Robert Powers Mrs. Johnson
2. Fashion Show	Practice session for fashion show	
3. Fashion Show		
4. Test	County	
5. Test	County	